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ABSTRACT

The developmental curriculum of the Parent-Child Early Education Saturday School for 4-year-olds is presented, and the specific skill competencies and curriculum activities used in the program are described under three major behavioral categories: language skills, gross and fine motor coordination, and math and science concepts. (Some attention is also given to the creative aspects of learning through music, art, and dramatic play.) The emphasis of the program is on diagnostic testing to observe and assess in a structured fashion to determine individual strengths, weaknesses, and modes of learning. Parents provide input on the child's physical, mental, and social development by means of a separate form, "My Preschool Child." Based on the results of this screening information, the teacher then chooses the best learning experiences for each child from among the developmental sequenced skill areas outlined in this teacher manual. The Skills Checklist, included at the end of the manual, contains all the objectives of the program, and is used to assist the teacher in determining the curriculum content appropriate for each child and to ascertain the individual's progress. (CS)

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SHAPING A CURRICULUM FOR EARLY EDUCATION

A Developmental Sequence of Skills for Diagnostic Teaching

PARENT-CHILD EARLY EDUCATION PROGRAM
Title III, Section 306, ESEA

Ferguson-Florissant School District
655 January Avenue
Ferguson, Missouri 63135
St. Louis County

PS 007652

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GOALS OF EARLY CHILDHOOD

Every child has the right to develop himself to his highest potential, for each one is endowed with unlimited capacity for growth and development. Since the early years are crucial to his total life, we believe that the young child should be provided experiences for his emotional, social, and intellectual growth that will enable him to be a creative, independent, curious and questioning individual. Thus it is essential for the young child to have a human support system and an environment which is supportive of his needs and allows him freedom to develop.

The primary and most significant influence in the life of the young child is the family. Every attempt must be made to maximize the child's family experiences; physical, emotional, intellectual, social, cultural, and moral. Early education programs must strengthen, support and extend these experiences. Only through the cooperative efforts of the home and school can children develop as human beings.

The goals of an effective program of early childhood education should enable the child to:

- develop an image of self as a unique and competent person, thus able to be self-directive and use freedom with responsibility.
- build supporting patterns of interaction between adult-child and child-child.
- develop and order experiences through cognitive strategies.
  Example: extend variety of sensory-motor-perceptual experiences, developing facility with language, stimulate concept development.
- help internalize his own controls by communicating to him a clear set of non-threatening goals and creating an understandable adult authority figure.
- understand his strengths and limitations; to cope with success and failure.

- cope with conflicts essential to his stage of development.
  Example: alleviate conflict over separation from home and the problems of dependence versus independence.

- explore his environment through direct physical contact and play.

- increase his functioning knowledge of his environment through direct experience and stories about people's roles and functions.

- develop maximum physical growth and health through motor activities and proper nutrition.

THE CHILD

- His Growth and Development
- Assessment and Observation

CHARACTERISTICS OF EARLY CHILDHOOD DEVELOPMENT

Age 3 Years

Socio-Emotional Behavior	Perceptual Motor	Cognitive
Separates from mother easily	Can swing	Speaks in approximate 6 word sentences
Understands taking turns	Can hop on one foot	Matches 2 or 3 primary colors (usually red and yellow)
Helps at little household tasks	Can walk heel to toe	Matches 3 forms to forms on shape board
Realizes play vividly including invented people and objects	Can stand on one foot with momentary balance	Tells action in pictures
Joins in play with other children	Squats to play on floor	Refers to himself by pronoun
Understands sharing play things, candy, etc.	Turns wide corners on tricycle	Talks to himself in long monologue
Proud of what he makes	Draws head of man and usually one other part	Asks many questions beginning "What" "Where" "Who"
Enjoys dress-up clothes	Buttons and unbuttons	Demands to hear favorite stories over and over
Enjoys praise	Paints pictures with large brush on easel	Can sort 10 black and 10 white buttons correctly
Undresses self	Holds crayons with fingers rather than fist	Can point to parts of body
	Prints a few capital letters anywhere on page	Says a nursery rhyme or sings a song
	Rolls ball	Works up to a 7-piece puzzle
	Strings 4 beads	Has 900 word vocabulary
	Kicks a large ball	

CHARACTERISTICS OF EARLY CHILDHOOD DEVELOPMENT

Age 4 Years

Socio-Emotional Behavior	Perceptual Motor	Cognitive
Cooperates with children	Runs on tiptoe	Names 14 of 18 pictures of common objects
Calls attention to own performance	Climbs ladders and trees	Names objects (pictured) removed, from memory (1 of 3 objects - 2 of 3 trials)
Shows off dramatically	Skips on one foot	Can make opposite analogies (3 out of 5 times)
Bosses and criticizes	Balances on walking board	Matches and names 6 primary colors
Shows concern for younger siblings and sympathy for playmates in distress	Hops on one foot	Can answer sensibly "Why do we have houses, books, eyes, ears, clocks?"
Needs other children to play with and is alternately cooperative and agressive with them as with adults	Walks backward heel-toe	Speaks in nearly complete sentences
Tends to go out of prescribed bounds	Copies cross and square	"Reads" by way of pictures
Plays competitive exercise games	Prints simple words	Puts together 10-piece puzzle
	Draws very simple houses	Gives home address and age
	Builds tower of ten or more cubes	Gives connected amount of recent events and experiences
	Folds and creases paper 3 times	
	Draws a man with 3 parts	
	Cuts with scissors on line	
	Walks alone up and down stairs one foot per step	

CHARACTERISTICS OF EARLY CHILDHOOD DEVELOPMENT
Age 5 Years

Perceptual Motor	Socio-Emotional Behavior	Cognitive
Skips on alternate feet	Runs with few falls, playing games at the same time	Learns left from right
Chooses own friends	Understands needs for rules and fair play	Asks meaning of abstract words
Is able to sit longer	Appreciates meaning of clock time in relation to daily programme	Knows names of following coins: penny, nickle, dime
Can roller skate	Protective towards younger children and pets	Interested in clock and time
Learns to use overhead ladder	Likes to play house	Can tell the number of pieces one has if something is cut in half
Draws recognizable man with head, trunk, legs, arms and features	Gets along well in small groups	Can tell which is bigger
Prints numbers	Needs no assistance in dressing and undressing	Gives sensible answer to questions
Frequently reverses letters, especially S	Puts toys away	Follows 3 of 3 commissions
Can trace around a diamond, drawn on paper	Behaves in a more sensible, controlled and independent manner	Can tell similarities or difference in 9 of 12 pictures
Can tie a single knot around a pencil with a shoelace	Explores neighborhood	Can judge weights
Learns to lace shoes		Loves stories and acts them out in detail later
Catches a ball		
Can button		
Has more hand-eye control		

ASSESSMENT AND OBSERVATION

Identification of strengths and weaknesses of an individual is important in working with the young child. Evidence indicates that these early years are crucial to his development.

Assessment of a child must include developmental information given by the parent, analysis of cognitive skills, as well as an evaluation of physical problems such as vision and hearing. Based on the results of screening information, further diagnostic testing may be indicated. The emphasis on diagnostic testing is to determine the individual strengths and weaknesses and mode of learning.

Testing procedures are introduced in order to obtain information in a structured fashion. However, much can be learned from direct observation of a child's performance. The ability to interact with other human beings and materials is important in the learning process. The child's play is also another way of observing his behavior.

Both formal testing procedures and observations are needed in order to provide the best service to the child. Testing gives initial clues while observations indicate behavior over a period of time. Observation enables the teacher to become a better diagnostician and able to provide the child with the best learning experiences over a period of time.

In the Parent-Child Early Education Program, information on an individual is gained through the following instruments:

The Slosson Intelligence Test - This test gives information on the child's general knowledge and can be used to find deficit areas such as memory or vocabulary.

The Merrill Preschool Language Test - Information on both receptive and expressive language is gained from this testing tool.

The Beery Test of Visual Motor Integration - Ability for eye-hand coordination is obtained.

ASSESSMENT AND OBSERVATION (Continued)

Parents provide information on the child's physical, mental, and social development and his interest by means of the form, My Preschool Child. Hearing and vision testing is also done to locate special problems.

On the basis of this screening procedure, further testing and observation is warrented when screening tests indicate varied results. For example, those children who show an uneven development on the various screening instruments particularly evidencing low language achievement are given further diagnostic evaluation including the Illinois Test of Psycholinguistic Ability. Those children whose general knowledge is poor are given the Stanford-Binet Test. If motor problems are indicated, the children are given additional experience to see if it is experiential problems or a deficit requiring additional training.

Children indicating special difficulties receive assistance through home teaching from a special education specialist.

Those children who have difficulty in learning a specific task receive special programming and the regular teacher assumes the responsibility for carrying out these suggestions.

In summary, the initial screening provides a basis from which to work. It allows for further diagnosis and continued observation of all children.

THE PARENT

- His Relationship With the Child
- Fostering a Learning Enviornment in the Home

THE PARENT

Every parent has the desire to see his child develop as human beings of self worth and dignity. The school can be supportive of these feelings as they join hands with parents in providing programs and services to children. Evidence of greater long-term effectiveness of early childhood programs indicate that parent involvement is of utmost necessity if early childhood programs are to have a positive influence.

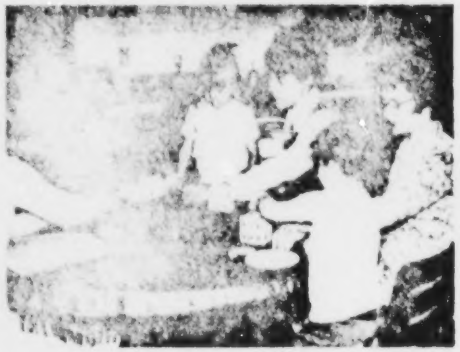
Parents wish assistance in:

1. An awareness of the developmental patterns of the young child.
2. An understanding of ways in which they can help their child learn through proper motivation and reinforcement techniques.
3. An awareness of the child's need whether it be social, emotional, or intellectual.

Therefore, good educational programs for young children are an extension of the home, not a replacement. That is why a cooperative relationship must be established and continual recognition be given to the home as a place of learning.

The home is an environment rich in possibilities for positive learning experience The child's feelings about himself and his relationship with others in the family encourages learning. Surrounded by persons he can relate to, the child will realize success when he receives their encouragement and acceptance. In such an environme there is opportunity to explore, experiment and investigate. There is opportunity to choose, create and imagine. There is time for decision making.

Play is basic to the lives of children. It is the means by which they handle the world of experience. Many informal learning experiences are just a part of daily life Yet, the parent can do much to broaden these experiences through interaction with th child and through planned learning experiences. Skills in sorting, classifying, explor problem solving and creativity can be developed using the child's immediate environ- ment, his home, as a place of learning. The school can assist the parent in helping to realize the wealth of learning that can occur in the home.



A Week at Home

Saturday School, despite its name, is more than school on Saturdays. It is a cooperative school AND home learning program for four-year olds. When parents enroll their child, they also commit themselves to provide educational activities at home through the week. Parents are provided with weekly Home Activity Guides that suggest fun-type learning activities they can do at home which correspond to the skills being emphasized at school. The teachers also make regularly scheduled home teaching visits into the home to work individually with each student and his parent.

These home teaching visits, with one child or a few neighboring children, include the parents as well. During the 30-45 minute visit, the teacher discusses the previous week's progress; involves the child and parent in three to six learning activities; and lets the four year old select a book from the lending library.

Home visits provide teachers with an opportunity to individualize the program to meet each student's needs and to know the child in a way classroom contact alone would not permit.

Children with learning or communication problems are visited regularly by a specialist or teacher-specialist once or twice a week.

More than one parent has echoed the sentiment of these two parents:

"Now that I'm taking time to work with our son, I find I'm talking and listening to him more, and we're getting to know each other better."

"I have six children and this is the first time we've ever had a teacher in our home. In fact, this individual attention our daughter receives in our own home amazes me most of all."

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Gains and Growth

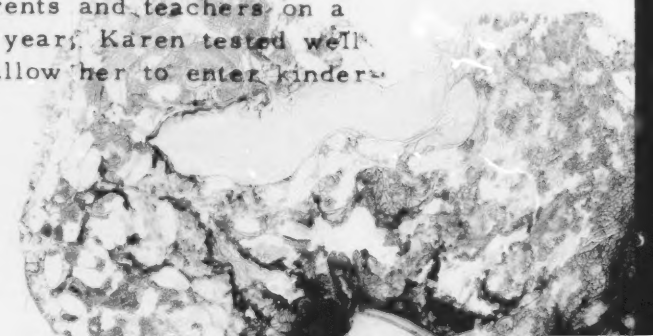
There is more to this program than the academic gains of the students. These are to be expected. What really warms the heart and inspires the staff are the gains in areas not listed in the curriculum guide or measured by the evaluator's test scores. Some examples:

SOME STUDENTS ARE HELPED IN A SMALL WAY THAT MAKES A BIG DIFFERENCE. Johnny* was so miserably shy, quiet, and overprotected at the year's beginning that it was his mother who cried on the first day of school! A couple of informal conversations with a staff child development specialist opened the mother's eyes and she loosened the reins. By mid year, Johnny had his head up, shoulders back and most of the time, his mouth open!

SOME OF THE CHILDREN ARE AFFECTED QUITE DRAMATICALLY. Diagnosed by a leading clinic as retarded, Harold could only echo what was said to him without seeming to understand its meaning. Noting that Harold could read, a program specialist prescribed a system of learning for Harold, working backward from the printed word to the spoken. By year's end, he could initiate conversation and comprehend its meaning.

Karen showed all the symptoms of an emotionally disturbed child and tested within the mentally retarded range. She seemed unable to learn the simplest things -- colors, for example. Yet her test pattern showed some inconsistencies that indicated she might have a greater capacity for learning than she demonstrated. A specialist worked with her parents and teachers on a program of motivation and positive reinforcement. By the end of the year, Karen tested well within the normal range and her behavior had calmed sufficiently to allow her to enter kindergarten, where she was reading before the year was out!

*All names have been changed.



SOME OF THE GAINS COME FROM UNEXPECTED SOURCES. Mr. Les Caprino, the father of nine, who had his number eight child enrolled in the program, said, 'Believe it or not, a year in Saturday School taught me something about children! I had never before realized how capable a very young child can be and how much their sponge-like brains can absorb. I've improved 100% in the way I now work with my children. I actually encourage my four year old to help me, where before I would have shooed him away -- for his own safety and my own sanity! And we're better buddies because of it."

A mother of eleven wrote the Program Director a letter stating how much both she and her daughter had gained from the program -- and she was referring to the last of her eleven children!

THE PROGRAM'S BY-PRODUCTS ARE ENDLESS. Among them . . . Mrs. Lloyd reports, "Now that I'm taking time to work with our son, I find I'm talking and listening to him more and, best of all, we're closer because of it." Mr. Gary Hart testifies: "Teaching at school and seeing our son working in a group has been a real eye-opener. We now realize he has a hand-eye coordination problem which we are working on."

THE WAY SOME VOLUNTEERS EXTEND THEMSELVES IS INCREDIBLE. Gregg, a jeans-clad high school senior, assumed the responsibility of working with Jay, a blind Saturday School student. Gregg did not miss a single solitary Saturday, even when it meant -- as it did more than once -- a two mile walk through deep snow to get there.

MANY OF THE YOUNG STUDENTS SHOW THEIR ENTHUSIASM IN LOTS OF LITTLE WAYS. Susie cries whenever there's a holiday and there will be no Saturday School; Jamie's parents can't take long weekend trips because Jamie insists on going to Saturday School; David, the youngest of six, often reminds his older brothers and sisters that he has the only teacher who comes to the house; and Amy dresses up for home-teaching visits like it's Easter Sunday because her teacher is coming to call.

--A Day at School

On a stroll through Saturday School, you would see grown men and women buttering bread, talking about silk and sandpaper, and fishing with a magnetic fishing pole! They are all parents taking their turn teaching at Saturday School, Ferguson-Florissant's Early Education Program for four year olds. Grouped around them are eager young students, learning that the buttered bread can be sliced in half, then quartered. A math lesson good enough to eat! The little 'fishermen' are fishing for numbers that they can then identify, and add. And the talk about silk and sandpaper, cotton balls and bricks is a language lesson - teaching the concept of rough and smooth, hard and soft.

Every Saturday, approximately 60 parents, many of them fathers, serve throughout the District as volunteer instructors. This enables each Saturday School teacher to divide her total class of 18 to 24 students into mini-classes, of four to six each, for small-group instruction periods. The children can then benefit from more individual attention with an enviable ratio of one adult for every four children.

Many parents admit that they approach their new role as "school teacher" with skepticism. Some even admit to being scared. But this feeling passes quickly when they arrive early to meet with the teacher for a detailed 'briefing session" on exactly what they are to do and how.

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A Day at School (Continued)

When the children arrive at school for their half-day morning or afternoon session, they first gather in a group for a sing-along, a sharing of their week's experiences, and a discussion of their "plans" for the day. The three or four children who have brought a "helper from home" that day introduce to the other children - with a considerable show of pride and excitement - their daddy, mother, grandma, aunt, or teenaged brother or sister.

The children then scamper off to four different "learning centers" in groups of four to six for 15 minutes of planned activity. Although these learning activities are purposely packaged in a fun and games type format, they deal with the serious business of developing language skills, math and science concepts, perceptual skills, gross or fine motor skills, and the creative arts. At the end of each 15 minute period, the children rotate to another learning center, but the teacher or parent remains to repeat his activity with the next group.

Children then have the opportunity for creative play either indoors in the housekeeping section and with large toys or outside on the playground. Closing activities include singing, rhymes, storytime, dramatization, or perhaps a filmstrip. All in all, Saturday School offers a balanced blend of activities which provide opportunity for structured as well as creative learning activities.

CURRICULUM FOR YOUNG CHILDREN

The following list of skills provides the basis for the curriculum for young children. Skills are divided into Language and Concept Development; Math and Science Development; and Motor Skills Development. Attention is also given to the creative aspects of learning through music, art, and dramatic play. Although skills are listed in behavioral terms, attention is given to the processes by which these skills are developed.

Namely . . .

read

count

invent

choose

create

arrange

imagine

explore

investigate

experiment

manipulate

Learning is a viable, energetic process. The activities are intended to be presented in such a way that learning is stimulating and challenging. Learning activities are presented in game situations. Objects from the everyday environment are used for learning. Various senses are involved in the learning activities and concepts are developed through various approaches. Reinforcement is provided in such a way that the learner is continually stimulated.

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Language Skills

LANGUAGE AND CONCEPT DEVELOPMENT

Touches and names parts of the body.
Tells functions of hands, feet, ears, nose, etc.
Identifies familiar sounds in environment.
Listens to directions for games and activities
Speaks in sentences of six or more words
Tells his own name (first and last)

Identifies missing parts in models, drawings.
Tells use of clothing items, furniture, etc.
Distinguishes sound as: loud, soft, long, short.
Reproduces sound patterns by clapping, tapping, etc. (three in length)
Demonstrates position orientation concepts: in, out, around, through, over, under, top, bottom.
Understands whole sentences and questions as indicated by response.

Matches objects by touch.
Identifies objects by touch.
Recalls an object or symbol removed from a group.
Describes an object or picture.
Understands terms of slow and fast.
Verbalizes songs, counting or repeating lines in a story.

Identifies objects by taste and smell to gather information.
Acts out a single story or nursery rhyme.
Follows a series of three directions given sequentially.
Classifies objects as fruit, vegetable, or by color, size, shape or texture.
Matches letters of the alphabet within a group or series.
Reproduces a simple pattern of three different items from memory.

LANGUAGE AND CONCEPT DEVELOPMENT (Continued)

Identifies and uses words opposite in meaning.
Identifies letters in first name.
Identifies expression of feelings - happy, sad, angry, frightened, etc.
Reads picture by identifying, describing, interpreting and making inferences.
Completes a statement of relationship between two concepts when the relationship is given. Example: A monkey lives in the jungle; a cow lives _____.

Produces words that rhyme.
Identifies many letters of the alphabet.
Makes relevant verbal contributions in a group conversation or discussion.
Recalls information given orally as a series of three or more digits; events in a story.
Predicts realistic outcomes of events or stories.

TOUCHES AND NAMES PARTS OF THE BODY

1. The teacher says, and then the children say with her: "Look at me. I have:"

one head	one neck	two thumbs
two eyes	two shoulders	(and other fingers)
one nose	two arms	two legs
one mouth	two elbows	two ankles
two ears	two palms	two knees
one chin	ten fingers	two feet
		two hips

As the teacher names each part of the body - not necessarily the same ones listed above nor in the same order, she touches that part and the children mimic her actions so that they become aware of and begin to identify parts of the anatomy. The children can take turns leading the game.

2. This activity is designed to make children aware of various parts of the body and able to determine when a part is near to, or far from, a point. Using a drum (or any two objects to hit together), have the children walk counter-clockwise around the drummer in a designated space. When the drum is heard, say:

Stop so that your foot is nearest to the drum
Stop so that your back is nearest to the drum
Stop so that your elbow is nearest to the drum
Stop so that your left hand is nearest to the drum

The teacher and the children may think of other directions to follow.

3. Using one child as a model, point to various parts of his body and ask the others to name the parts to which you are pointing. Now have them point to their own corresponding body parts.

4. Using a mannequin and magnetic board, let children name body parts as the mannequin is assembled. Remove a part of the mannequin while eyes are closed and let them name the missing part.

5. Let children feel the head, arms, legs, trunk, etc., of a large doll and discuss how each part feels - round, long, short, etc. Blindfold a child and place his hand on one part of the doll. Ask him to feel it carefully and name it.

6. During a home visit draw around each child on a large piece of brown paper. Leave in the home for parent and child to add features and cut apart to make a body puzzle.

7. Play Looby-Loo, Simon Says, and other action rhymes and songs involving body parts. Let children choose partners and have fun putting nose to nose, chin to chin, back to back, etc., as you call out directions.

8. Draw or paint faces with features and self-portraits. Using one child as a model, call attention to how the parts of the body are put together, beginning with the head. This activity should be repeated periodically throughout the year.

TELLS FUNCTION OF HANDS, FEET, EARS, ETC.

1. Describing functions of body parts should be included in activities on touching and naming parts of the body.

2. Play a clue game, giving functions of a body part: "You use me to run and jump." Child selects appropriate picture and names it or names the part without a picture stimulus.

3. Make hands and feet booklets, cutting and pasting pictures of hands and feet in a variety of actions.

4. Give each child a beanbag. Have them work on ways of:

   picking up the beanbag with as many different parts of the body as they can.

   balancing the beanbag on as many different parts of the body as they can.

   holding the beanbag with as many parts of their bodies as they can.

IDENTIFIES FAMILIAR SOUNDS IN ENVIRONMENT

1. Use records and tapes of familiar sounds with accompanying picture cards. Children select the picture of the object making each sound and naming it.

2. Take Noise Hunts indoors and outdoors, identifying all the sounds that can be heard. At the end of the hunt, see how many sounds the children can recall.

3. Play Sound Detective using a collection of objects familiar to children, such as a pencil, paper, book, scissors, chalk, ball, etc. As the child covers his eyes, ask him to guess what is making the sound as a ball bouncing, chalk on chalkboard, paper rattling, etc. Let children take turns being sound maker.

4. Let children make certain noises in a room such as turning on water, bouncing a ball, hammering. These sounds are recorded and then later played back for the children to identify.

LISTENS TO DIRECTIONS FOR GAMES AND ACTIVITIES

1. Ask the children to pretend that their feet are stuck in cement and then to:
   twist as far as they can
   reach as high as they can
   try to touch the floor with their hands
   bend their knees
   bend backwards as far as they can
   look behind them

   For variation, have the children pretend that only one foot is stuck as they do the above (first the right foot, then the left). These activities provide for flexibility of movement which children of this age need.

2. The children stand in a circle with legs apart. Their feet should touch the feet of the players on each side of them. One player is IT and stands in the center with a ball. He tries to roll the ball to the outside of the circle through the legs of the other players. Those in the circle try to stop the ball with their hands. If the ball goes out, the person between whose legs the ball went chases it and brings it back, and a new IT is selected.

3. The children sit informally before the teacher with their hands folded in their laps. The teacher makes true and false statements such as "A car can eat hay," "A duck can climb a tree," "A cat can chase a mouse." If the statements are true the children keep their hands in their laps, but they are false, they raise their hands, still folded, over their heads. To keep the game going with very young children the teacher should be IT. Children of this age cannot think fast enough to hold the attention of the group. However, at the primary level, some children might have the ability to lead this activity.

4. It is important for children to be able to stop and start quickly. Their locomotor skills are somewhat limited, so they need to use them. This activity gives them the opportunity. Ask them to move certain parts of the body, such as an arm. At the word FREEZE, they stop and hold the position until the word GO. Continue using different body parts. If space permits, have the children get up and move about, using those locomotor skills which are possible

in terms of space and ability.

Walk! - Freeze!
Hop! - Freeze!
Run! - Freeze!
Move any other way that you can! - Freeze!

At different times, use levels (high, low), speed (fast, slow), and size (large, small).

5. A circle is formed with the children either standing or sitting, and a playground ball (or soccer ball) is given to one child. He "heats" the ball by rubbing it with his hands, then rolls it into the circle saying, "The ball is hot." The players try to hit the ball away to keep from getting "burned." If the ball stops in the center of the circle or goes out of the circle, the person who hit it last gets it. The ball is "heated" up again and play continues.

   Variation: The ball may be kicked with the feet instead of being thrown or pushed with the hands.

SPEAKS IN SENTENCES OF SIX OR MORE WORDS

1. Getting children to speak in complete sentences is dependent on first allowing the child the opportunity to speak and also the opportunity to listen. Children learn language structures only when they hear them frequently each day.

2. In order to get the child to express complete thoughts, start with an incomplete or open-ended sentence. For example: "Who is going over _____" and let the child complete the statement.

3. The question-answer technique can also be used. For example: "What color is this? This color is red."

4. The answer-question can also be used to get children to talk. Give the answer and then ask the question - such as, 'This is red. What color is it?" If the child doesn't respond give the answer. He will eventually respond.

5. Echo expansion can be used to expand language If the child says, 'I want to play," the adult might say, 'Yes, I want to play with the ball."

6. Set up a play radio or TV station with an announcer, a newscaster, puppeteer, etc.

7. Arouse children's curiosity with a mystery box or bag, and record their speculations as to the contents.

8. In two boxes have identical objects. Have a child pull out an object and say, 'This is a ball. It is round and small." Another child pulls the same object from a second box by touch, and may say in a sentence, "I found the small round ball."

TELLS HIS OWN NAME - FIRST AND LAST

1. Let the child hold a puppet and ask the other children to tell their first and last name.

2. The child's name is given. A beanbag is thrown to him and he must state his whole name before he catches the beanbag.

3. Teacher sings "Hello, what is your name?" The child responds with "My name is _____."

4. The children are jumping jacks. As soon as the child is touched by the fairy, he jumps and says his name.

IDENTIFIES MISSING PARTS IN MODELS, DRAWINGS

1. Use Peabody Mannequin. Assemble mannequin and identify body parts. Repeat, asking child to identify body parts. The assemble mannequin and send one child out of the room. Remove one part of the body. When child returns, ask him to name the missing part.

2. Six to eight objects are talked about and viewed. Children cover eyes while one object is removed. Who can tell what is missing?

3. Make a silhouette of a person's body. Cut apart head, arms, hands, legs, and feet. After the child assembles the puzzle, cover his eyes with your hand and move one part and let him guess what is missing.

4. Identify various ornaments on a Christmas tree (using flannel board). Take one away and see if missing item can be identified.

TELLS USE OF CLOTHING ITEMS, FURNITURE

1. Have children cut out pictures of clothing from magazines or newspapers. Give them four pages of white paper, each page of which has a figure of a man, woman, boy, and girl. Children are to paste clothing pictures with appropriate characters.

2. Point to an item of clothing on one child. Ask children to identify the item, who usually wears it and what part of the body it covers.

3. Use a paper doll book and let children dress and undress dolls with appropriate clothes for different occasions (going to bed, play, to school, cold weather, etc.)

4. Use language kit clothing cards; ask the child to identify what it is, who would wear it, and where it would be worn.

5. Dress manequin for various kinds of weather.

6. Assemble pictures of clothes and have children sort according to various classes such as footwear, headgear, garments for lower and upper body. Encourage an understanding of how the items are different. "How are gloves different from mittens?"

7. The teacher explains to the class that they are moving men. They will help unload a moving van and place each item in the proper room of the house. This can be done with doll house toys or magazine illustrations. Example: "Where should we put the blender? desk? umbrella?

washing machine." In many cases, more than one answer will be correct. Vocabulary growth occurs as children identify names of household items and define them according to use and location.

DISTINGUISHES SOUNDS AS: LOUD, SOFT, LONG, SHORT

1. Hide a ticking clock while the children close their eyes. The children are aided in their search by the ticking. The finder of the clock becomes the child to hide the clock.

2. Gather items that show gross differences in sound such as beads, bell and a box. Children may guess what makes the loudest sound or softest sound. Another variation would be to gather three different sized boxes. With eyes blindfolded the children must decide which box is making the loudest sound when it is hit.

3. Pretend that one of the children is lost in the mountains and another child is his echo. The echo covers his eyes and doesn't peek while the other player hides about the room. The hiding player calls out "Haloooo." The echo responds "Haloooo." The first player calls, "Where am I?" The echo will realize he is near to finding the last player as he nears him and the sound, of course, it is louder.

4. Take four oatmeal boxes. Place two similar objects in the pairs of boxes such as marbles, jacks, bobby pins, spoons, balls, etc. Shake them. Have the child try to guess the sounds that are alike.

5. The children move about the room to the beat of a drum (or two sticks, or a ruler hit against a box). The teacher explains to the children that when she hits a loud beat they are to jump. They then continue walking or running until they respond to another loud beat.

   Encourage different responses such as:

hop	turn around	stop
roll over	sit down	squat

REPRODUCES SOUND PATTERNS OF LOUD AND SOFT BY CLAPPING, TAPPING, ETC. (THREE IN LENGTH)

1. Clap or use rhythm instruments to make sound pattern. Have children duplicate the pattern. Ask one child to create a sound pattern and have other children reproduce it.

2. Play record with definite rhythm and clap rhythm with children to reproduce the sound pattern from memory.

3. Children are to copy a simple rhythmic clapping exactly. Work up to more difficult patterns by a slow progression. Vary the game by tapping on different media - a table, book or tray. Clapper wins a point every time the child is "caught." In time, the children may be able to present the pattern.

DEMONSTRATES POSITION ORIENTATION CONCEPTS: IN, OUT; AROUND, THROUGH; OVER, UNDER; TOP, BOTTOM; BESIDE, IN FRONT

1. Read stories "Inside, Outside, Upside Down" and "Go Go Go."

2. Using obstacle course, follow directions given orally one at a time and then two at a time.

   "Go under the table."
   "Go around the chair."
   "Go through the tire."
   "Step in the circle." (made by rope)

3. Use four car tires and place in staggered line. Have children walk or run through them, as in an obstacle course. Then have them jump into the center of a tire. Stand a tire on end and have children crawl through it. After going through these activities, the children may play "Follow the Leader." A child can be the leader only if he can describe what he is doing (standing in tire, running around tire, etc.).

4. "Simon Says" is another way of using the tires, to give children an opportunity to demonstrate orientation concepts.

5. Make inside-outside peanut butter and jelly sandwiches. Put the filling inside two slices of bread and some with the filling outside one slice.

6. Talk about objects that are safe to put inside the mouth and objects that should stay out of the mouth.

UNDERSTANDS WHOLE SENTENCES AND QUESTIONS AS INDICATED BY RESPONSE

1. Depending on the topic, various questions can be asked:

   Tell me all the things you can think of that I could wear on my hand.

   Tell me all the things you can think of that are red.

   Tell me all the things that are shaped like a triangle.

2. Use a mode of questions which stresses similarities regardless of subject matter:
   Example: Why are a bike and wagon alike?
   Why are a spoon and a fork alike?

3. Verbally create pretend situations and help the child to list what is needed to carry out simple goals.
   Example: You are going to help your mother clean the house. What will you need?

4. Auditory association activities are easily incorporated into a traditional story. Questions are not literally factual or closely dependent upon immediate recall from the story.
   Example: "What would have happened if the old lady had caught the gingerbread man?"

5. Prepare a word list according to a category related to material being taught.
   Example: flowers, grass, birds, etc. The teacher says one word to each child, and asks him to "Tell me about it." After the child

attempts to answer, provide a model for him so that he can repeat the information in a more precise manner.

6. What if? Ask questions such as:

   What would we do if we spilled the paint?
   What would you do if you cut your finger?
   What would happen if an egg were dropped in your kitchen?

7. Naming -

   Name all the children in school
   How many kinds of fruits can be named?

MATCHES OBJECTS BY TOUCH

1. Use different textured materials and paste them on cardboard. Children feel and match pieces that are alike. Use burlap, velvet, sandpaper, carpet samples.

2. Place objects out of sight of the child in a Touch and Tell Box. Have child place both hands in the box and feel object with both hands. Then direct the child to tell at least three things about how the object feels.

3. Use fruits and vegetables. Have child match like objects with eyes covered.

4. Identical items of various textures such as sandpaper, cotton flannel, foil, corrugated cardboard, sponge, corduroy, plastic, silk, and washcloths are placed in two bags. Children reach into bag "A" for a textured piece and then find the matching texture in bag "B" by feeling.

IDENTIFIES OBJECTS BY TOUCH

1. Use the mystery bag to identify objects by touch.

2. Provide the child with experiences in feeling and describing differences in everyday materials such as foods, clothing, etc.

   Clothing textures: Feel and label various materials (smooth, rough).

   Wet materials: Explore and feel mud, wet sand, finger paints, pudding, clay, syrup, milk.

   Food: Feel and note the size, texture and shape of fruits and vegetables.

   Dry materials: Explore and feel dry sand, pebbles, dirt, cement, cloth, sandpaper, vinyl, potato chips.

3. Teach child differences in temperatures, by using four bowls of water and arranging them in the sequence of cold, cool, warm and hot.

4. Child identifies common objects hidden under a cloth. Later the child identifies the shapes, letters or numerals under the cloth.

5. Teacher draws geometric shapes, letters, numerals or simple drawings on the chalkboard. Child erases them with his finger.

RECALLS AN OBJECT OR SYMBOL REMOVED FROM A GROUP

1. Place four playing cards of the same suit in a row on a table. Direct child to observe them for 10 seconds, shut his eyes and then open eyes and indicate which card has been removed.

2. Pretend you are packing your suitcase in preparation for taking a trip. Put in several objects and let child observe. After suitcase is closed, let child itemize objects in suitcase. Later remove one object and have child tell what is missing.

3. Seat the children in a circle and direct them to close their eyes. Tap two or three children and direct them to leave the room. The others then open their eyes and name the missing children. They should also tell where they were sitting in the circle.

4. Place several colored blocks or beads on the table. The children pretend these are pieces of candy and close their eyes. The teacher taps one child who opens his eyes and "eats" a piece of candy (holds it in his fist). Then all the children open their eyes and tell which piece of candy has been eaten. The children may also guess which child "ate" the piece of candy.

DESCRIBES AN OBJECT OR PICTURE (WITH THREE IDEAS)

1. Child brings an object from home to share with the group. Help him to talk freely but prompt him when necessary.

2. Pick a page from a catalog. Open the book at random. The child chooses an object on that page and tells the class about it. "What color is it?" "Who uses it?" "Where would you keep it?"

3. Use a picture dictionary so that the child can describe a picture.

4. Grab bag items are taken by the child one at a time from a covered container. Each child tells what he has in as much detail as possible.

5. Guess What I Am Looking At - Describe an object until the children are able to guess what it is. Then let the child guess.

6. Give each child several small pictures cut from magazines and mounted on cardboard. Ask leading identification questions which will help the child identify the picture card you have in mind. After the correct picture has been located, ask specific questions of the child who holds it.

UNDERSTANDS TERMS OF SLOW AND FAST

1. Children pretend they are turtles and move slowly. They then act as horses and of course, go very fast.

2. The record player is played at different speeds. Children note the difference between slow and fast.

3. Music for running is contrasted with walking music. Children respond accordingly.

VERBALIZES SONGS OR REPEATS LINES IN A STORY

1. Start with nursery rhymes and have children repeat the lines.

2. Sing a song and leave out some words, children fill in the missing words.

3. In the story of The Three Bears, children take the part of Goldilocks and the three bears and repeat the lines.

4. Provide much repetition so children learn the words of a song.

IDENTIFIES OBJECTS BY TASTE AND SMELL TO GATHER INFORMATION

1. Use a bowl full of fruit salad. With the child blindfolded, have him tell how it feels, smells, and if the taste is sweet or sour.

2. Place play fruit in sacks and pass around. Let children feel the object and give an idea of what he thinks is in the sack.

3. Have a tasting party. Use items such as lemon, orange, banana, apple, marshmallows, crackers, pickle, sugar, red hots. Let child describe his reaction to taste.

4. Gather 10 baby food jars with lids. Place the following items of guaze in the jars.

   Peppermint, peanut butter, pickles, Vicks Vapo-Rub, coffee, cocoa, cloves, after shave lotion, etc.

   The child opens the jar, smells the item and finds a picture that tells what it is. Later, the teacher might say - "Let me smell the jar with something in it that grownups mix to make a hot drink." He may also match the smell with another bottle that has the same substance.

ACTS OUT A STORY OR NURSERY RHYME

1. After reading a story to the children, retell the story using puppets and providing the dialogue. After teacher demonstration, the children may tell and act out the story using the puppets.

2. Use records to get all the children acquainted with nursery rhymes.

3. Use dress-up clothes to portray different persons and act out a story.

4. Act out stories with which the children are familiar. Assign each child a part. As the teacher reads the story, the children act out the roles. Later they might provide simple dialogue.

5. Nursery rhymes lend themselves to pantomime. The entire group may act out a rhyme, or children may take turns acting out a rhyme.

6. Many words used in regular activities or in everyday life of a child may stimulate creative dramatics. For example, most children are familiar with popping corn and can dramatize this in their own way. Make sure that by discussion or in usage the children are familiar with the words. For example: the teacher might use the word "ooze" in connection with finger painting, or in reference to muddy sidewalks before asking children to demonstrate it with their bodies.

The teacher should not show the children what to do. This should be approached as creative activity. Examples of words that may be used: Can You?

pop like popcorn	bubble	squirm
freeze	twist	stretch
ooze	slash	float
wave	slide	jump
slither	bounce	rock
melt	roll	hop

FOLLOWS A SERIES OF THREE DIRECTIONS GIVEN SEQUENTIALLY

1. Give two directions for a child to follow (preferably, but not necessarily in sequence). For example: "Put this book on the table and bring me a pencil." "Sit on this chair and touch your head."

2. Have a relay with directions such as: "Hop to the wall, run back."

3. Play "Simon Says," giving two directions.

4. Give each child two-step directions then proceed to some other activity. After a five to ten minute interval, have children carry out the required activity.

5. Child sits in the group as a leader and gives directions to the rest of the group such as, "Put your hands in the air after you sit down." "Stand up after you clap your hands."

6. Use concepts such as in, on, over, under, around; as you give directions one time only, and have the child follow the directions.

7. Bring toys or games from home and explain directions so that others can play and thus follow directions.

CLASSIFIES OBJECTS AS FRUIT, VEGETABLE OR BY COLOR, SIZE, SHAPE OR TEXTURE

1. Make a folder. Cut out pictures of food and classify them according to meat, fruit, or vegetable.

2. Utilize picture of shopping center. Discuss picture. Have each child find designated categories within the picture as food, tools, ways to travel, animals, toys, etc.

3. Set up a store which includes fresh, canned and frozen fruits and vegetables. A mother acts as cashier and has a bowl of pennies sitting on her counter. The children choose a product, pay the cashier and place the product on the proper side of a table divided for fruits and vegetables.

4. On a home visit, each child must "cook" a meal for his mother. The meal must be nutritionally balanced with one fruit, one vegetable and one meat. Out of the assortment of food cards, he must choose the foods and give them to mother.

5. Line fruit and vegetable cards on chalkboard. Pretend that you want to plant a garden. Each card is placed in the vegetable or fruit garden.

6. Have children cut from magazines pictures of fruits and vegetables or meat and paste them on separate sheets of paper.

7. Children may categorize foods by the meal at which they are usually eaten. Make a booklet with one page for each meal. The cover could be a place setting with plate, knife, fork, spoon, glass and napkin.

8. The child observes different forms of the same food and classifies them. Example: lemonade, lemon juice, lemon cookies, lemon cake. Strawberry jelly, frozen berries, jello, strawberry yogurt.

9. The Peabody Language Kit provides many experiences in classification.

10. Play the game, "I'm Wishing." Prepare cards with several categories of pictures, toys, fruits, vegetables, farm animals, etc. Give each player several cards. The leader says, "I'm wishing for a toy." The ones that have the toy cards say, "I can make your wish come true." The leader collects the cards.

MATCHES LETTERS OF THE ALPHABET WITHIN A GROUP

1. Help child trace the shape of sandpaper letters. Place a few letters in a paper bag. Ask, "Can you find me the letter without looking?"

2. Place sandpaper letters on a table or on the floor. Attach a paper clip to each letter. Make a fishing pole with a magnet at the end of a string. Let the child fish for the letters and match them on cards.

3. Make an alphabet lotto game. The caller holds up a card and the child covers it on the board.

4. Put three letters on table. Introduce them one at a time. Point to letter saying its name and have child repeat, also pointing to the letter. Then have him trace each letter with his finger, saying its name as he does so. After introducing letters, have child identify each. Example: say, "Which is the M?" Introduce no more than three letters a day.

REPRODUCES A SIMPLE PATTERN OF THREE DIFFERENT ITEMS FROM MEMORY

1. Using shapes make specific objects such as a house constructed with squares and triangles, a wagon made with circles and a rectangle, etc. Have the child reconstruct the object.

2. Direct the child to look at a given design. Flash the figure briefly. Then say, "Now draw on your paper a figure just like the one you saw."

3. Draw a large rectangle on the board and mark it off in 12 squares. Draw a circle in three of the squares, being careful not to touch any lines. Then give the child his sheet and direct him to draw three circles as large as possible without touching any lines. Continue with other geometric forms until all squares are filled.

IDENTIFIES AND USES WORDS OPPOSITE IN MEANING

1. Physical education activities involving the words, over/under; in/out; around/through; could be done using hula hoops, tires, etc.

2. Play a game where the teacher says, "I'll do one thing, you do the opposite." For example: Put your hands up - the child should put his hands down.

3. Using materials from SRA, Peabody or other handy articles, the child matches opposites. The activity may begin more directed and progressively get less directed. "This is first, this is _____. This is big, this is _____. This is long - find something short. This is straight, find something crooked. Can you match the rest of the opposites on your own?"

4. Using the P. Mooney slips of paper, write such things as:
   Fire is hot, ice is _____ (cold)
   Flowers are pretty, garbage is _____ (yucky)
   A baby is young, grandpa is _____ (old)
   When you laugh, you are happy; when you cry, you are _____ (sad)
   The sun is up, the ground is _____ (down)
   A giant is big, a baby is _____ (little)

   Fold pieces of paper and place in P. Mooney's pocket. Child chooses one and mother reads it.

5. Using pictures from magazines, show the children visually what is meant by opposites. Example: thick/thin; in/out; full/empty; long/short; before/after; inside/outside; below/above; rough/smooth; little/big; old/new; dark/light.

   Have the children make an "Opposites Book," cutting and pasting pictures from the magazines. This could be a home activity.

6. Introduce the terms up/down; over/under; beside/between; behind/in front of; in/on; around/through, using the P. Mooney, Ophelia and the Where Bear record, 3-A and the P. Mooney Cards, V-48 - V-65. After listening to the story, present the twelve P. Mooney cards in the following pairs of opposites.

   V-52 (up) - V-53 (down)
   V-54 (over) - V-55 (under)
   V-56 (beside) - V-57 (between)
   V-58 (behind) - V-59 (in front of)
   V-60 (around) - V-61 (through)
   V-62 (in) - V-63 (on)

   As each pair of cards is shown, ask, "In what direction is the Where Bear?" or "Where is the Where-Bear now?" Encourage the children to respond using a sentence pattern, "The Where-Bear is going up," etc.

IDENTIFIES LETTERS IN FIRST NAME

1. Using a name card, the teacher identifies the first letter, and lets the child trace over the letter. The child gives the letter name as he traces over it. This is done with each letter in the name.

2. Children are very interested in their own name. Thus, learning letters in their own name will be of special interest. Let them bounce the letters in their name using a ball.

3. Name each letter as you write it, including use of the word capitals. Example: "I'll write John. Capital J-o-h-n. That says your name, John." As you do this, be sure that the child is beside you looking at the paper right-side up rather than across the table from you where he would see it upside-down.

IDENTIFIES EXPRESSION OF FEELINGS - HAPPY, SAD, ANGRY, FRIGHTENED, ETC.

1. Look at a picture and notice expression of characters. Determine the expression and tell why the person would feel that way.

2. Use the expression cards from the Peabody Kit. Children find their "partner" from within the group.

3. Teacher does imitation of feelings and child tells how he looked. He also chooses a picture of a person exhibiting the same feeling.

4. Teacher tells imaginary stories and child chooses face showing how he would feel if certain things happened.

5. The child tells a story. He tells how the characters feel or how he pictures their feelings.

6. The teacher might say to the children:

Pretend it is very warm in our room. You feel warm. Even hot. Show that you feel too warm.

Pretend something nice has just happened and you feel happy. Show that you are happy.

Now something has happened to make you angry. You are mad - oh, so mad. Show how angry you are!

Pretend something sad has just occurred. So sad you are about to cry - so sad, so sad. Show how sad you are.

Now something strange is coming. Pretend you are trying to see it. Oh, it's exciting and it's terrible. You are trying to see it better but you feel scared and frightened . . . etc.

Other words that could be used are surprised, jolly, brave, sleepy, alert, thoughtful, puzzled, serious, pouty.

7. Illustrate emotions on wall chart. Label them and refer to them frequently while reading, dramatizing, etc.

happy

surprised

angry

sad

4. Play "Dot-Dash Game." Write a pattern on the board such as _ . . _ . . _ . Erase. Have child reproduce it exactly as you wrote it. You may vary the game by using X's and O's.

5. Construct a set of popsicle sticks into designs pasted on cardboard. Child looks at the pattern and then constructs one just like it. Then remove the pattern and child must do it from memory.

6. Make a pattern using toothpicks of various colors. Have the child reproduce the pattern.

READS PICTURES BY IDENTIFYING, DESCRIBING, INTERPRETING AND MAKING INFERENCES

1. Using a collection of simple action pictures, ask the child to tell about the picture. What are the children doing and why? What might they do next?

2. During ordinary storytime periods, give special emphasis to pictures. Use them at a time to help the children predict what will happen in the story, or recall what has happened earlier. This can also be done by the children as a way of telling the story themselves.

3. Look and tell. Put a collection of everyday objects in the center of the table. Provide a question clue and ask the children to pick the right objects.
   Example: What's round and shiny?
   What's fuzzy?
   What's long and sharp?

COMPLETES A STATEMENT OF RELATIONSHIP -
EXAMPLE: GRASS IS GREEN; SUGAR IS .....

1. Children choose the proper word to complete a sentence. To make the activity more challenging the sound to the proper word has been substituted. The child then volunteers the correct word.

   I'm married to Mothers. I'm not a feather, I'm a (father).

   I'm a pet. I'm not a log, I'm a (dog).

   I sail in the water. I'm not a boot, I'm a (boat).

   I have leaves. I grow tall. I'm not a bee, I'm a (tree).

2. Children complete sentences as for example:

   If it is long, it is not ..... (short)
   If it is fat, it is not ..... (thin)
   If it is square, it is not.... (round)

3. Describe how things are both alike and different.
   Example: A ring and a necklace
   A bed and a chair
   An ice cream cone and soup

4. Think about time. Some things take a long time to do and others take a short time to do. Does it take a long time or a short time (to swallow, to be old enough to go to work every day, to go from one birthday to the next, to clap once?)

8. Dramatize or retell stories showing different emotions.

PRODUCES WORDS THAT RHYME

1. Show pictures of things that rhyme. Have the child match the different pairs that rhyme.

2. Bring 10 or 12 objects (sock and block; fork and cork) that rhyme. One child chooses an object and the next child chooses something that rhymes with it.

3. Children are given a large drawing of an object. Children are instructed to find the partner that has a rhyming card.

4. Say a series of words that rhyme. Have the child clap when he hears a word that does not rhyme.

5. Use book such as Hop on Pop and have the child tell the rhyming word or supply the rhyming word in a story.

6. Read poems with pronounced rhyme to the children. Have them listen for rhyming words.

7. Make a train. On each card, place a picture. See how many words the children can give that rhyme with the picture.

8. Show children a set of three pictures, all of which rhyme. Let them identify the pictures and tell why they rhyme. Then show a different set of rhyming pictures following the same pro-

cedure. Now put the two sets together in random order and have children pick out the rhyming words. Have them tell why they made their choices.

9. Read simple couplets omitting the last word. Have children supply the rhyming word. Any rhyming word is acceptable whether it makes sense or not.
Example: The big red fox. Is in a (box).

IDENTIFIES MANY LETTERS OF THE ALPHABET

1. Make an alphabet Bingo game and play it similar to the game of Bingo.

2. Make a hop scotch pattern on the floor. In each square place a letter. Child throws a bean bag in a square and names the letter. You may also tell the child to throw the bag in the "B" square, etc.

3. Write each child's name on a piece of oaktag. Have the children draw letters from a stack in the center of the table and identify them. The first child to spell his name is the winner.

4. Have poster of alphabet letters. Child must throw beanbag and then identify letter on which the beanbag landed.

5. Play music while children are seated in a circle. Wooden alphabet letters are passed and when music stops, the child identifies the letter he holds.

6. Blindfold child or use touch and tell box. Have child trace letter with his finger and say the name of the letter.

7. Cut out bold letters (usually advertising letters) from magazines. Have the child point to specific letters that are named.

8. Play alphabet lotto.

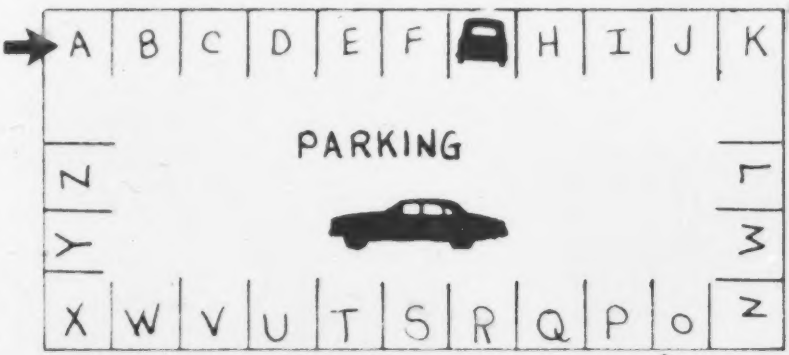
9. Play a game with all the capital letters in the middle of the table. Each child gets to choose a letter and tell the name. If he cannot identify any left, he must pass up his turn. Each time a letter is correctly identified, child "wins" the letter.

10. Children may match capital letters with lower case letters by finding "letter partners."

11. Put a set of alphabet cards in front of the child. As he picks up each card have him give the name of the letter. Put any he misses in a separate stack for further practice.

12. Use stiff cardboard on which you paint large letters or numerals. As you hold up a card, name the shape and ask the children to make that shape with their bodies. Start with the easier ones such as T, L, O, 2 and 7.

Remember that the children should be free to make their own shapes without restrictions or or suggestions from the teacher. Only with this kind of freedom can children learn to think for themselves.



13. PARKING SPACES

Map out "parking spaces" on a large piece of cardboard, putting a letter of the alphabet in each space. Make a set of letter cards and place them in a stack face down. Each child puts a toy car on one corner of the cardboard. Children take turns drawing a card, saying the letter name and driving their cars to the correct parking space. The game can also be used for numerals and sets, equations and answers, pictures of objects and initial sounds, etc. Really, the only limit is your imagination - and the children love it!

MAKES RELEVANT VERBAL CONTRIBUTIONS IN A GROUP DISCUSSION

1. Let the child pretend to be the teacher. His job is to tell the group how to do something.

2. What do you like to do best? What is your favorite food or animal? Choose a subject and let the child respond.

3. Pick and talk box is used. The child chooses an object and tells about it. Objects in the box are changed from time to time.

4. Encourage children to bring home activity items and discuss them during the opening.

5. Let children introduce their own parents at opening.

6. Finish the end of a chain story.

7. Give each child a "Treasure Box" filled with three common items. Each child takes his box and secretly examines the contents. Then each child has a turn describing one item from his box while the others guess. The child that guesses gets one color chip.

8. Small children often come up with excellent descriptive words that adults have never thought of; and here is a game to increase children's word power by helping them fit adjectives to nouns. The teacher might begin with, "A kitten is soft, tiny, warm, and cuddly. Now tell us something about this word, 'Butter is _____ _____.'" The teacher pauses to let the pupils volunteer their ideas, which might include: food, yellow, it melts, good, squishy, to eat. Any suitable noun may be used. The names of animals, vehicles, sports equipment, toys, and food evoke much response because they are familiar to most children. After the teacher has suggested several beginnings of sentences, children could be asked to volunteer some of special interest to them.

RECALLS INFORMATION GIVEN ORALLY

1. Auditory memory is an important skill. Ask about the book left on a home visit. The child should retell the story in his own words.

2. Repeat the rules of a game.

3. Orally give child three digits or letters. The child is to repeat the items in correct order.

4. With a small group, give instructions to all but one child to follow a sequence. Different children repeat the directions to one child.

5. Tell a short story. With key ideas at the end of the sentence, say the sentence stressing the word just before the response you wish. As the children get better at the game, tell other stories, show articles, changing the stress at the end to a normal sentence and have them reply.

6. Initially the teacher supplies the clues: later the children can make up examples. Describe an object in the room until the child can guess what it is.

7. Whisper a set of instructions to a child. Ask other children to describe just what the chosen child did.

8. Show the child a picture. After taking a good look at it, ask how many different things you can see in it. The child should remember at least four details about a picture.

9. Ask each child to think of something for us to guess or he can choose an item from a collection and conceal it from the others. Each child gives hints about the item until the others can guess.

10. Describe an object in the classroom until the child can guess what it is. First the teacher will supply the clues and then the children can make up examples.

PREDICTS REALISTIC OUTCOMES OF EVENTS OR STORIES

1. Give a story beginning and ask child to finish it. Any logical ending is acceptable. Sample story starters:

   Just when the bear was about to catch me, _____.

   In the middle of the night, I heard a loud noise.

   If the child has trouble getting started, a picture that tells a story could be used, with the teacher providing the first sentence.

2. Read an unknown story to children and help them develop a logical ending.

3. Let children draw a picture illustrating the story ending. Then have each child tell about his picture.

4. Write down a child's "very own" story in his own words. Help him develop logical sequence and ending to the story.

5. Have a series of five pictures, four of which tell a story in sequence. Place the first two in sequence and tell the story. Let the child find the pictures to complete the story. The child tells what happened.

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Math and Science Skills

MATH AND SCIENCE DEVELOPMENT

Matches colors
Identifies basic colors: yellow, orange, red, purple, blue, green.
Matches shapes: triangle, circle, square, rectangle.

Identifies size differences: big, little, long, short, large, small.
Sequences objects from shortest to longest.
Identifies a set or a collection of objects having a common property.
Example: size, color, shape, etc.
Counts from 1 to 10.
Establishes a one to one correspondence through matching the members of equivalent sets.
Distinguishes between equivalent and non-equivalent sets through matching up to 10.

Identifies and constructs sets from zero to five.
Recognizes cardinal numbers 0 - 5.
Associates cardinal numbers 0 - 5 with corresponding sets.
Orders the cardinal numbers 0 - 5 in sequence.
Identifies an empty set as having no members.

Recognizes cardinal numbers 6 - 10.
Associates cardinal numbers 6 - 10 with corresponding sets.
Orders the cardinal numbers 6 - 10 in sequence.

Discusses chronological order of sequence of three events.
Recognizes straight and curved lines.
Solves problems using concrete objects.

Understands the meaning of more than; less than; the same as.
Identifies concepts of volume: full, half full, empty.
Forms a new set by joining two sets.
Subtracts a subset from a given set.

MATCHES COLORS

1. Use objects such as beads, blocks, crayons, math sticks, or construction paper pieces that differ only in color. Ask children to find one that is just like yours. Talk about color name when all children have matched theirs to yours. Let children take turns selecting a color to be matched by the others.

2. Paint a different color swatch on each of a set of paper plates. Let each child sort his group of math sticks, Peabody color chips, or construction paper shapes by matching them to the color on each plate.

3. Hold up a color card or point to a color on a child's name tag, and ask who is wearing something this color. Let children take turns choosing a color card that matches something they are wearing. Ask them to name the item they are matching. This activity can also be adapted for a Color Hunt in the schoolroom or at home.

4. In beginning paint activities stress matching the color of the paint on the brush to the color of paint in the can to avoid mixing paints.

5. Make necklaces from Peabody Color Chips with children matching their chips to yours and following a simple pattern.

6. For children able to match basic colors readily use light and dark shades for matching to the pure color.

IDENTIFIES BASIC COLORS; YELLOW, ORANGE RED, PURPLE, GREEN, BLUE

1. For children who have difficulty with color names, associate each color with an object familiar to them, as an orange is orange, a banana is yellow, grass is green, etc. Concentrate on mastery of one color at a time. A good home activity is for the child to find as many objects as he can that are red and collect them in his red box.

2. Let children strike keys on xylophone that correspond to the colors you name. Let them play every color key they can name.

3. Combine color identification with listening and following directions: "Show me the blue bead. Put the red block on top of the green block. Put all of the yellow sticks together."

4. Paint balloons of several different colors asking children to name the colors as they paint.

5. Have children stand on sheets of colored construction paper arranged in a circular fashion on the floor. As a ball is bounced to them they are to call out their color name and catch the ball. As a variation, you may direct the child who is "it" to bounce to someone on green, to blue, etc.

6. Do simple bead patterns by naming the color of the bead to be used first, next, etc. Children may take turns naming the color to be used next.

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MATCHES SHAPES: TRIANGLES, CIRCLE, SQUARE AND RECTANGLE

1. Activities used for matching colors can be adapted to matching shapes by keeping the color constant and varying the shape.

2. Children should trace around large shape templates with their finger, then with chalk and crayon to get the feel of the properties of each shape.

3. Using large loops of string or yarn, let children make a triangle, square, and rectangle with their bodies inside the string. A circle can be made on the floor.

4. Attach shapes to name cards and use in activities such as: "If you have this shape, stand up. If you have this shape, raise your hand."

5. Make paper plate faces with children using one or more shapes for features. Cut and paste a shape on a Jack O'Lantern. Cut and paste a triangle witch, with children matching and naming shapes.

6. Make shape necklaces by matching a pattern of short lengths of drinking straws, paper circles, triangles, squares and rectangles.

7. Make shape dominoes. The dealer places one card face down. He asks, "What do you need to match?" (The child answers, "I need to match a triangle.")

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IDENTIFIES TRIANGLE, CIRCLE, SQUARE AND RECTANGLE

1. Activities suggested for identifying color can be adapted for use with shapes.

2. Use shape puzzles and ask child to identify shape he has made.

3. Find objects in the classroom that are circles, rectangles, squares, triangles. Vary by pointing to the door, the clock, a table top, etc., and asking children to name the shapes.

4. Combine shape identification with gross motor activities, as with color. Have children toss bean bags into large construction paper shapes and name the shapes.

5. Make shape paintings. Paint shapes of different colors, filling in the background with sponge prints. Ask children to name their shapes. Paint a clown face suggesting a circle for the head, a triangle for a hat, etc.

6. In block play ask children to name the shapes of blocks they are using.

7. Draw a circle on the board and demonstrate how to move your arm in a circular pattern. Then lead the group in doing exercises in circles: move one arm in a small circle; increase to a large circle; move the other arm in a circle; move both arms in circle, move one leg in a circle; move both legs in circles while sitting on the floor; move your head

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in a circle; move your trunk in a circle, bending at the waist. Children may go on to "square" exercises (moving different parts of the body in a square pattern), or "triangle" exercises moving in a triangular pattern. In this activity, the children learn how to move different parts of their bodies separately and together, while they incidentally experiment with geometrical shapes.

3. Paint on paper, cut in different shapes. See how the child will use the proper shape to make a design or collage.

IDENTIFIES SIZE DIFFERENCES: BIG, LITTLE; LONG, SHORT; LARGE SMALL

1. Using nesting objects such as cups, ask the child which is biggest and smallest. Ask the child to arrange them in sequence from biggest to smallest.

2. Read the story of The Three Bears and point out different size of bowls, chairs, beds, etc.

3. Use different size balls (baseball, primary ball, tennis, volleyball, etc.). Discuss different sizes among the balls. Have children place them in order from big to small, etc.

4. Use assorted sizes of nails to hammer into board. Use the terms big, little, long, short.

5. Make a growth chart and periodically measure the growth of the child.

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SEQUENCES OBJECTS FROM SHORTEST TO LONGEST

1. Using flannel board, ask children to arrange like items from longest to shortest.

2. Feel the length of three sticks and arrange them according to size.

3. Use math sticks and sequence them in order of size.

IDENTIFIES A SET AS A COLLECTION OF OBJECTS HAVING A COMMON PROPERTY.
EXAMPLE: SIZE, COLOR, SHAPE, ETC.

1. Cut different colors of construction paper into various shapes, sizes, designs, etc. Give child a set of cutouts and ask him to group by color, shape or design.

2. Play a game similar to "I Spy." The teacher may say, "I spy a set of objects that are red." The children try to guess what the set is. Once the game is fully understood by the children, they can take turns spying a set.

   Provide many different sets of objects; encourage the children to divide them into separate sets and continue further into equal sets.

3. Use a bag of small zoo animals. Define the set of zoo animals, by discussing what they have in common. Compare sets.

4. Read the story, One Fish, Two Fish, Red Fish, Blue Fish. After reading the book, go back and find sets of things in the story. After discussing sets in the book, show a set of objects on the flannel board with a yarn circle around it.

DISTINGUISHES BETWEEN EQUIVALENT AND NON-EQUIVALENT SETS THROUGH MATCHING

1. Play Musical Chairs." Each child places a chair in a position for the game. One chair is removed each time the music stops. The set of chairs will always contain one less member than the set of children or the set of children will always contain one member more than the set of chairs.

2. Avoid the use of counting skills and naming the numbers of a given set. Emphasize to the child that he can compare without knowing exactly how many objects are in each of the sets.

3. Use two sets, easily compared as to which has more or fewer objects in it. Decide which set has more or which has fewer.

4. Use pairs of equivalent sets on each side of the felt board. Demonstrate one-to-one matching with short strands of yarn.

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ESTABLISHES A ONE TO ONE CORRESPONDENCE THROUGH MATCHING THE MEMBERS OF EQUIVALENT SETS

1. Use two different sets, each having the same number of objects in it. Matching activities are used in developing the idea of one-to-one correspondence between pairs of sets.

2. Read the story Peter Rabbit and make flannel story characters, plus shoes, baskets and beds. Use the flannel objects and compare one-to-one with the flannel characters.

3. Match numerals to a number line taped to the floor.

4. Make finger puppets for the song, "Five Little Chickadees. Emphasize making puppets to fit fingers on one hand. This activity will show equal sets.

COUNTS FROM ONE TO TEN

1. Counting activities can be included in most learning experiences, such as counting the number of boys, girls, and children during the opening exercises, the number of times a ball is bounced, the number of crayons in a box, the number of hand claps, etc.

2. Finger plays and action songs involving counting such as "Ten Little Indians" should be included in opening and closing activities.

3. Snowballs made of paper can be numbered from 1 - 10. Then children place the snowballs in numbered sequence.

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IDENTIFIES AND CONSTRUCTS SETS FROM ZERO TO FIVE

1. Use dominoes to present terms set and equivalent number. Match sets of 1 - 5 using dots on dominoes. Then ask children to identify sets.

2. Using five small paper plates, make numerals on each with yarn. Give each child a plate and ask him to place the correct number of beads, beans, etc. in it. Children switch plates and repeat activity, giving children a different numeral each time. For a variation M & M's can be used and the child may eat them if he matches the numerals and proper amount.

3. Use felt pieces and flannel board to make sets of 0 - 5 and have children identify them. Then have children construct their own sets.

4. Mark off squares on an oil cloth and arrange different sets in each square. Prepare a series of cards with numerals 0 - 5. The child throws a beanbag and must match the numeral with the value of the set.

5. Use a blank booklet made by the teacher. Have sets in strips of different colored paper. Child cuts strips into sets and pastes into the booklet starting with 1 block on first page and ending with a set of 5 squares on the last page. Numerals are then written to designate sets.

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6. Ask the children to close their eyes and listen for these sounds:

   the number of times a ball is bounced
   the number of times a bell rings
   the number of times hands are clapped

RECOGNIZES CARDINAL NUMBERS 0 - 5

1. Play dominoes. As a set is matched have the child point to the numeral this set represents.

2. Use Book cards or other cards with numerals only. Deal 5 cards to each child. Let each child take a turn drawing cards from the hand of a person to their left. Try to make pairs. If a pair is made, place it on the board and have the child tell the numeral. The first person to run out of cards is the winner.

3. Deal number cards face down to each child and yourself. Take the top card from you stack and place it in the center of the table. Have the children identify the numeral. Each child takes a turn by placing his top card in the center of the table next to your card. He must identify the numeral. If a child's card matches your card, he takes all cards played previously and places them at the bottom of his stack. Eventually someone will run out of cards. Have each child count his cards. The winner will have the most.

4. Music is played on a record as children are seated in a circle. Numerals on appropriate items are passed from one to another around the circle. When music stops, those with numerals indicate the appropriate number.

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3. Numeral shapes made of sandpaper are pasted on cards. Child with eyes closed, traces over numeral with finger, recognizes it and places cards in proper sequence.

4. Use Peabody Kit chips to make chains of certain numbers written on board.

ORDERS THE CARDINAL NUMBERS 0 - 5 IN SEQUENCE

1. Mix numbers in random order. Start with 0 and the child completes the sequence.

2. Numbers are placed on large pieces of paper and attached in sequence to the floor by the child. Child then hops from number to number.

ASSOCIATES CARDINAL NUMBERS 0 - 5 WITH CORRESPONDING SETS

1. Choose numeral from a box. Child counts out that many Cheerios or M & M's. He may eat them if he is correct.

2. Use bowling set. Child writes down the numeral showing the number of pins he knocked down.

3. Child has 5 pincushions which are numbered 1 - 5. He places the appropriate number of pins into the pincushion and puts them in correct order.

4. Using large safety pins, the child fastens the appropriate number of pins to the material blocks which are each numbered.

5. Different numbers of items are placed on cards. Example: 5 buttons, 4 spools, 3 rocks. Children record the number on each card.

6. Each clothes hanger has a number on it. The child puts the appropriate number of clothespins on the hangers and puts them in order.

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IDENTIFIES AN EMPTY SET AS HAVING NO MEMBERS

1. In making sets, encircle each set with a piece of yarn. Point out that one set has no objects and therefore, is an empty set.

2. Indicate the numeral 0 as an empty set.

3. A set may have no members at all. In developing this idea, you may refer to such sets as the set of crayons in an empty crayon container and make reference to such "amusing" sets as the set of purple cows, the set of live elephants in the room, etc.

4. As we learn the numbers from 1 - 10, play a Bopeep game. Cards with the numbers and one card with a picture of Bopeep, are passed at random. The one with the Bopeep card stands in front, holding the picture as the class recites the rhyme. Then Bopeep calls for sheep number 1 and so on until all the sheep are in order. After

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children have learned sequence. Bopeep calls at random and sheep find their right place. This helps check on recognition of numerals as well as sequence.

RECOGNIZES CARDINAL NUMBERS 6 - 10

1. Play hopscotch using beanbags to toss to corresponding numbers.

2. Bowl with milk cartons. The child must tell the numeral written on the ones he knocks down.

3. Use the song "Ten Little Indians" using number cards as the song is sung.

4. Play number lotto. A child chooses a number out of a box and calls it for the other players to mark on their board.

5. Make two sets of cards - one will have the numerals 0 - 10, and the other will have the sets on them. The child spreads out the sets and then chooses a numeral and matches the two cards.

6. Have soup cans with numbers on them from 1 - 10. Let students count out beads, tongue depressors, etc., and place in the can.

7. Stick a piece of masking tape on the corner of a peg board and make a numeral on the tape. Children then place the designated number of pegs on the board.

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8. Connect dot-to-dot pictures.

9. Each child receives 5 cards. These are placed in sequence (2 - 10 only) leaving places for missing numerals. The first child takes off the stack. If he needs the card to complete the 2 - 10 sequence he uses it. If he does not use it, he puts it face up next to the stack. The next child may either use the discarded card or draw a new one. Duplicates are discarded as playing progresses. The one to complete the sequence wins.

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ASSOCIATES CARDINAL NUMBERS 0 - 10 WITH CORRESPONDING SETS

1. Match sets pictured on one card with set on another card.

2. Use sets of objects having like members: blocks, paint brushes, crayons, scissors. Identify objects as belonging to a group. Example: This is a group of blocks. We call this a set.

   Recognize sets according to color, size, texture, shape, weight and length.

3. Distribute a handful of buttons to each child in the group. Sort buttons into subsets by style, or color.

4. Have child make a set, for example, of 5 objects. See how many ways he can regroup a given set (4 - 1, 1 - 4; 3 - 2; 2 - 3)

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5. Use a deck of cards (minus face cards and aces). Children take a card off the stack. One with the highest numeral takes all the cards picked at that time. Winner has the most cards when counted.

6. Give a set of cards on which groups of objects representing numerals 1 - 10 have been made. The child is to arrange them in order from 1 - 10.

7. Make several sets of number cards for the numbers from 1 - 10 by sewing the appropriate number of buttons on each card. No two cards for the same number should have the same arrangement of buttons. Have the child put cards showing like sets together.

8. Allow the children to make posters for various numbers. The numerals are placed on the poster and the child cuts objects to correspond with the numeral.

9. The child notes the numeral to determine the number of nails to band on each board. Each board has 10 nails, but to identify the numeral 7, a rubber band will be placed around 7 nails.

10. A child takes a numeral card and "builds" the number in front of each set of dots or numerals.

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11. Child places apples on each tree until the amount matches the numeral on the tree trunk. For follow-up the teacher may say, "Which tree has the fewest apples? The most? These two trees have how many apples between them?"

12. A child clips as many paper clips to each square as the numeral shows him.

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ORDERS THE CARDINAL NUMBERS 6 - 10 IN SEQUENCE

1. The child inserts the appropriate numbers of golf tees into each number line and orders them from 6 through 10.

2. The child places numbered clothespins on a clothesline in sequence.

3. Cut 55 3-inch squares of construction or colored tag. Connect with tape as shown below.

Give one strip to each of several children. Have the children holding the strips arrange themselves in order from fewest to most squares.

DISCUSSES CHRONOLOGICAL ORDER OF SEQUENCE OF THREE EVENTS

1. Rather than using a book at story time, the teacher might tell the children a story based on their own activities during the day starting with, Once upon a time there were fifteen children who came to school and had fun, though they worked hard all morning. First they . . . .

   This should be done in the spirit of fun, but as the teacher reviews the day's activities it serves as a technique for memory training and review of certain learnings, as well as an aid in helping children establish a sense of sequence and order. It also gives the children answers to mother's question when she asks, "What did you do in school today?"

2. Pictures may be placed in sequential order as stories are read or told.

RECOGNIZES STRAIGHT AND CURVED LINES

1. Using individual jumping ropes, children arrange rope in a straight line. They then make a circle and note the difference between a straight and curved line.

2. Discuss the meaning of a pathway. Ask the children to explore making pathways with a part of their body, and determine whether the path they make is straight, curved, or zigzag. Encourage them to use different parts of their body to make pathways.

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Progress to where the children use their whole body to make as many different kinds of paths as they can.

3. Late in the year, many of the children will be ready for and enjoy maze games.

Using string or yarn, make a simple closed curve on the rug - large enough for all the children to see easily as they sit around the rug. At one spot around the curve, place some object to represent a home. Using two members of the small wooden or plastic set of people, give each a name, e.g., Jean and Sharon. Put these two at different spots on the curve.

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This is Jean and this is her home. Can Jean go home without passing Sharon? Show me how she could do it.

Let the string or yarn lie at random on the rug forming a path. Place Jean at one end of the path and her home and a tree at the other. Somewhere between put another house for Sharon.

Jean is taking this path to get to her home which is over by the tree. Sharon lives in this new house. Can Jean follow the path to her home without going past Sharon's home? Show me. Is Sharon's house between Jean and Jean's home?

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SOLVES PROBLEMS USING CONCRETE OBJECTS

1. There were once four dogs. Each dog had a cat, each cat had a rat, and each rat had a mouse. How many mice were there? (four) Was the set of mice equivalent to the set of cats? (yes)

2. On the table is a set of bottles and an equivalent set of straws. There are 8 bottles. How many straws are there? (eight) Is there a straw for each bottle? (yes)

3. Six toy soldiers are on the table. Six toy guns are on the floor. Is the set of guns equivalent to the set of soldiers? (yes)

4. How many balloons are in a set of balloons which is equivalent to a set of 7 children? (seven)

UNDERSTANDS THE MEANING FOR MORE THAN, LESS THAN, THE SAME AS

1. Use M & M s or other small candies. Each child receives a specific number. What happens when some are eaten? Are there more or less?

2. Use beads to make stacks. Decide which group has more or less.

3. Give each child an unequal set of nuts and bolts. Let them screw the nuts into the bolts. Ask, which did you have more of or less than?

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4. Play bowling game. Each child takes his turn to knock down the pins. He then counts the pins knocked down, points to the numeral and counts out the color chips he needs to show his score. After each child gets a turn, you compare the color chip chains to see who has more and who has less.

5. Each child draws a numeral from a bag and counts out that number of cereal pieces. The number of items that other children have are compared. Who has more than anyone else? Who has less?

6. Give each child two boxes. Tell him to put more colored chips in one and less in another. The teacher fills a box and the child compares his amount with that of the teacher's.

7. Ask the child to watch while beads are dropped, one by one, into two containers simultaneously. Ask him to verbalize about the results. Do the containers have the same amount of beads? Why or why not?

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IDENTIFIES CONCEPT OF VOLUME: FULL, HALF-FULL AND EMPTY

1. Have three glasses of chocolate milk, one full, one half-full and one with a small bit in the bottom of the glass. During a meal, and upon completion of the meal, compare what happens when one drinks the milk.

2. Make pudding and have children help with pouring, beating, etc. Fill a Dixie cup full and leave one empty. Compare the two cups - one is full one is empty. Have the children eat some pudding from their cups until it is half full and call attention to the fact that half is gone and half is still there. Introduce the word 'half-full.' This can be done more than once to attain the concept of full, half-full, and empty.

Using three cups, pour Kool-aid into two: one full, one half-full, leave one empty and have the children show and tell about each one using the three terms. Have the children lift the cups to compare the difference in weight.

3. Pretend to have a lemonade stand. The teacher will be the one who is selling lemonade. Tell the children, 'This glass is full.' Pour the water and show them. Have them say it's full. Pour some out and say, 'Now it's half-full.' They say the words, 'half-full.' Pour it all out and say, 'It's empty.' Have the children repeat. Next fill several glasses but leave some empty, and some half-full. Ask, 'Is yours full, half-full, or empty?' The child answers. If he doesn't know, tell him. Tell them you are going to sell lemonade. Give each child slips of paper say 1¢, 5¢ and 10¢. Place the same amounts by the glasses of water. The child must say, 'I'll have a full glass' or one that is half-full. A full glass is 10¢, half glass 5¢ and one that is empty, 1¢. Let the children take turns selling lemonade. (Kool-aid can be used instead of water.)

In the home visit, suggest using cups in the bathtub to talk about this concept.

4. Using clear glasses with colored water, have the children pour the water into the glasses - first full, then half-full, then empty. It would be helpful if a funnel is available.

FORMS A NEW SET BY JOINING TWO SETS

1. Have a set of 2 or 3 sheet and 2 or 3 cows identified as the sets to be used today.

   You have had fun using these small wooden farm animals and the blocks. Today, let's pretend these blocks which I'll put on the rug will form a fence around a pasture. We'll put the sheep into the pasture, Mr. Brown, the farmer, has milked his cows this morning and is now taking them to the pasture to join the sheep.

   Bill, will you please open the gate so that the cows can join the sheep?

   When we join one set with another, we form a new set.

   What are the members of this new set? (Each member of the set of sheep and each member of the set of cows.

2. During the daily activities, there will be many opportunities to have one set joined to another, e.g.:

   one set of building blocks to another set of

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one set of toys to another set of toys
one set of blocks to another set of blocks
one set of sand shovels to a set of
sand pails
a set of brooms to a set of mops
a set of new games to the set of old ones

SUBTRACTS A SUBSET FROM A GIVEN SET

1. Put a group of wheeled toys together in a group and ask to have the set described. Show the set of cars without moving them from the larger set.

   Is this set of cars a subset of these wheeled toys? (yes)

   Can we remove these cars from the set of toys? (yes)

   Pull the cars to one side, off the rug, but do not take them entirely away.

   What set do we have remaining here on the rug? (the other wheeled toys)

   We call this the remaining set. The remaining set is the set that is left when we remove a subset from the set we had at first.

2. Children in the room can form the original set. The set removed can be those children going to a work area for the free activity period. Other children are members of the remaining set.

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Gross and Fine Motor Skills

MOTOR SKILLS DEVELOPMENT

Shows spatial judgment in obstacle course
Bounces and catches a ball
Responds to rhythms with body movements
Controls the brush and paint

Manipulates clay into forms and objects
Uses crayons with control
Pastes using one finger
Uses scissors with control
Reproduces patterns by color, shape and size

Works a puzzle of ten or more pieces
Jumps obstacles, landing on both feet
Walks a balance beam forward without stepping off
Reproduces shapes, circles, square, triangle, rectangle; without a sample

Strings small beads and paper forms
Hits a target with a ball or beanbag (4 out of 5 times)
Claps or marches in time with music
Follows left to right progression in tracking and drawing most of the time

MOTOR SKILLS DEVELOPMENT (Continued)

Follows a sequence of holes when lacing.
Follows a sequence of dots to make an object.
Identifies and reproduces these motions: walk, run, march, hop, jump, crawl, roll on mat, bend, turn.
Hops on both feet, on one foot.
Includes major body parts and features in drawing a person.

Walks alone up and down stairs one foot per step.
Folds and creases paper three times.
Works from top to bottom in visual motor activities when directed.
Prints first name correctly.
Pours liquids and solids such as rice and sand.

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SHOWS SPATIAL JUDGMENT IN OBSTACLE

1. A child's first measuring instrument is his own body. Make a path with two rows of chairs to see if the child can move along the path without touching the chairs. Draw two lines six feet long and six inches apart to see if the child can walk between the lines without stepping on them.

2. Place two yardsticks at different heights resting on blocks or chairs. Let children guess whether they can step over each one easily without touching. Let them find out by trial and error. Change heights for each child. Vary the action by crawling under and sliding under on back and stomach.

3. Use old bicycle or automobile tires for stepping and jumping in and out, crawling through, running around, etc.

4. Use empty plastic bottles to make a path 12 feet long and one foot wide, with bottles two feet apart. Children are to walk through snake fashion without knocking them over.

5. Place a long rope or old plastic garden hose in snake fashion on the floor for jumping from space to space.

6. Blocks, classroom furniture, a balance beam, large toys, and/or barrels are placed for forming an obstacle course. The children go over, under, around or through as the nature of the obstacle suggests.

The obstacles should be selected and arranged so that the players walk, step over, crawl, or roll under, go through, and run around. Here are some ways obstacles may be used:

blocks to go over	blocks to go around
chair to go under	rope in jagged shapes
rope tied to go over	to walk on
rope tied to go under	mat to roll across
hoops to crawl through	wagon to get in and out of

BOUNCES AND CATCHES A BALL

1. Have the children in their own space do as many things with their own ball as they can, without losing control of it. This can be done while standing or while seated. Stress keeping control of the ball. At the word "FREEZE" each child holds the ball and stops in whatever position he may be.

2. Since bean bags are easier to control than balls, learning to toss and catch bean bags may precede activities with balls.

3. Children get the feel of catching a large ball by first having it rolled to them. Use underinflated gym balls to make for easier catching. Show children how to throw the ball underhand and overhand. Four year olds should be able to throw and catch a ball with 80% accuracy.

4. Incorporate ball skills into games involving telling their whole name or calling out the name of the color or shape on which they are standing.

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5. Toss bean bags and balls into a waste can or box set about four feet away.

6. Use whiffle balls or bean bags for tossing up with one hand and catching in the other hand with an empty plastic gallon jug with the bottom cut out.

7. Hand-eye coordination needs development, and here are some ways to help improve it:

   Give each child a large ball and suggest things they can do with it in their own space: Can you bounce the ball? Can you bounce it more than once? See how many times you can bounce it. Can you throw the ball up and let it bounce and catch it? Work on anything you can do with the ball, keeping it in your own space.

   Other suggestions might be: Get yourself at a low level and hold the ball at high level. Can you hold the ball with different parts of your body? Roll the ball against a wall and see if you can catch it when it rolls back to you. Roll the ball, run and try to catch up with it and pick it up. Can you roll the ball and run ahead of it?

8. Play basketball. Children stand in a circle with a large waste can. They bounce the ball into the basket.

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9. Demonstrate how to catch a ball. Stand near the child and throw the ball lightly to him so he can catch it before it bounces more than once. Gradually move farther away and throw the ball for him to catch.

10. Demonstrate how to bounce a ball once and catch it. Have children take turns bouncing and catching a ball. Then show them how to bounce a ball to someone else and let them divide into pairs, bouncing the ball to each other.

11. Play a game in which children form a circle with one child in the center who is "it." This child bounces the ball toward a child and calls his name. If the child succeeds in catching the ball on one bounce, he becomes "it."

12. With the group formed in partners, and one ball to each pair, suggest that they:

- roll the ball back and forth to each other
- bounce the ball to each other
- throw and catch with each other
- let one partner roll the ball against a wall and the other catch it
- let one partner throw the ball up in the air and the other try to catch it on the first bounce or any way he can
- kick the ball back and forth to each other
- try to stop the ball in as many ways as possible with their feet (called trapping)
- try lifting the ball to their partners with one foot
- try kicking the ball to their partners with the outside of a foot, with the inside, with one foot and then the other.

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RESPONDS TO RHYTHMS WITH BODY MOVEMENTS

1. Give ample opportunity in opening and closing activities for responding to rhythms using tapes, records and drum beats.

2. Play music with different tempos for marching, walking, hopping, running, skating, etc. Discuss the mood of this music and how it makes your body feel. Let children suggest appropriate body movements.

3. Vary speed of body movements, as walking, running, marching, fast and slow.

4. Let children pretend to be animals and imitate their movements to music, i.e., rabbit or kangaroo hopping, horse galloping, elephant lumbering.

CONTROLS THE BRUSH AND PAINT

1. Show children how to hold the paint brush as they hold a crayon and to grasp it fairly close to the bristles. Demonstrate how to put the paint on in strokes (not scrubbing back and forth) and how to wipe excess paint inside the can to avoid dripping.

2. Children should have many opportunities to paint freely and creatively. Encourage covering as much of the paper with paint as possible. Limit colors to two, three, or four at the beginning.

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3. Some children may need a sample to get an idea of what to do. However, as soon as the sample is complete, it should be removed from the view of the children.

MANIPULATES CLAY INTO FORMS AND OBJECTS

1. Let children squeeze clay until it is soft enough to play with. Ask children to make one or more of the following items: snake, small balls, pot, snowman, plate.

2. Children love to use a rolling pin to roll out clay. Clay may be pounded into a ball, flattened, rolled out, and cut in shapes with cookie cutters, jar covers, pan lids. Children may put a paper doll on clay to trace around with a blunt edge scissors.

3. Many opportunities for playing with clay. Only through a variety of experiences can control of the material be gained.

USES CRAYONS WITH CONTROL

1. Teach the correct way of holding a crayon between the thumb and second finger with first finger resting on top.

2. First experiences may be free play - scribbling with no particular subject.

3. Tracing around templates, drawing a line within a space between two lines, tracking a dotted line.

and drawing geometric shapes will help to develop control of the crayon and to give form to their drawings.

4. Ample opportunity for frequent crayon experience should be provided.

PASTES USING ONE FINGER

1. Make a paper chain for Christmas using strips of colored paper. Children paste loops to make chains.

2. Make Indian head dress for Thanksgiving. Give children strip of brown paper and a strip of colored paper for feather. Have children color Indian designs on the brown strip, then fold colored strip lengthwise and cut fringe. Open and paste on head dress. Staple band together.

3. Make Rudolph for Christmas. Give children one half sheet of large brown construction paper. Have them fold and cut off a triangle on the two bottom corners. Give children two small black squares and one red square for eyes and nose. Also give them two long black strips which can be cut into antlers. The children then paste on the eyes, nose, and antlers.

4. Sing the "Thumbkin" song, as you paste. Remind the children that the pointer finger is the only finger they need to use when pasting.

5. Use paste to make a house with windows, doors, roof and chimney - made from different shapes.

USES SCISSORS WITH CONTROL

1. Use spring-type clothespins in picking up cards and construction paper to strengthen finger muscles and to practice cutting action. Use the double handed scissors for assisting children having difficulty with cutting.

2. Feeding the paper into the scissors while the child cuts simplifies the process for some children.

3. Newspaper is ideal for learning to cut fringe and to cut on a line. Use six inch square scrap paper for rounding corners and learning how to cut curved edges and circles.

REPRODUCES PATTERNS BY COLOR, SHAPE AND SIZE

1. Make a paper chain for Christmas. Give each child five strips each of green and red paper. Have children paste the strips into loops, making a chain with alternating red and green loops, following a model made by the teacher.

2. Use Playskool beads. Have beads strung in a pattern you wish the child to reproduce. Hold the child's set and the model next to each other so the child can check his work. You might also be-

gin a pattern and ask the child to continue it on his own. Then let him select two colors and create his own pattern. Repeat the activity using beads of different shapes.

3. Flannel board can be used to make a pattern using alternating pieces of felt (rabbit, apple, rabbit, apple). Ask the child to copy the pattern using a model and then without a model.

4. Ask children to color a sequence of circles to match a model presented by the teacher.

5. Make a row with four colored candies. Give each child an assortment of candies to choose from. Can he make the same pattern as yours?

6. Use toothpicks or popsicle sticks to make shapes and have child reproduce the pattern and design.

WORKS A PUZZLE OF TEN OR MORE PIECES

1. Various puzzles can be used. First observe if child can put together puzzles of six or eight pieces.

2. Let the child see the completed puzzle first. Help him to place pieces by pointing out color, shape and object cues.

3. Present a face cut into three parts or a symetrical object cut in half. Have the child assemble the pieces.

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4. Use two pictures for this one. Cut one of the pictures into several parts and have the child assemble it while he refers to the identical, uncut picture.

5. There are many manipulative puzzles and games which teach spatial relations. Set up shapes with color cubes and have the child duplicate the form. Use puzzles and games which require judgments as to form, size and placement:

Children also like to make their own puzzles. After a child has put his puzzle together, he then likes another child to try it.

JUMPS OBSTACLES, LANDING ON BOTH FEET

1. Put a balloon or bean bag between the child's knees and tell him not to let it fall. This will keep knees together and the child will jump with both feet at the same time.

2. Using a balance beam, have children jump over it, landing on both feet.

3. Play "Jump the Brook" - gradually increasing the width of the two ropes until the children get their feet "wet" because they can no longer jump from one side of the brook (rope) to the other.

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WALKS A BALANCE BEAM FORWARD WITHOUT STEPPING OFF

1. Pretend games are fun on the balance beam. Pretend that you are on a bridge or a tightrope walker in the circus.

2. Put footprints in two colors on the balance beam so children can get the idea of alternating steps.

3. Use a painted line or one made with masking tape. Tell the child to pretend he is a tightrope walker and walk forward on the line placing one foot directly in front of the other.

4. Hold an object at eye level at the end of the line and have the child walk with arms outstretched and eyes focused on the object.

5. Children should also practice walking backward and sideways maintaining balance. They may work with partners, holding hands as one walks forward and the other backward.

6. Combine with learning activity on shapes by having children walk large geometric figures drawn or taped on the floor.

REPRODUCES SHAPES: CIRCLE, SQUARE, TRIANGLE, RECTANGLE

1. Practice tracing around cardboard shapes. Then draw the shapes freehand.

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2. Demonstrate how to draw or paint a tree (triangle with small square for tree trunk), or a snowman (3 circles). Then have the child draw this.

3. Trace shapes on newsprint and then match them by outlining with a pencil.

4. Let the child reproduce the shape by copying. Later the shape can be made from memory. The use of the blackboard is ideal for drawing shapes.

STRINGS SMALL BEADS AND PAPER FORMS

1. Start with two different objects. Have them placed alternately on a string.

2. Necklaces can be made for parties by stringing straws, paper shapes and macaroni.

3. Stringing beads is excellent training for coordination and also helps in discerning shapes and discriminating colors.

HITS A TARGET WITH A BALL OR BEANBAG 4 OUT OF 5 TIMES

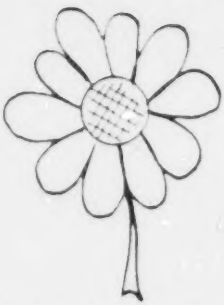
1. Divide oilcloth into sections and write a numeral in each. Child throws beanbag in one section and must tell the numeral, or he can tell the numeral and throw the bag into that section.

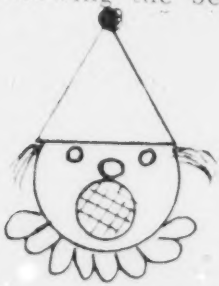
2. Take a piece of large paper and make shapes with numerals on it. Have child aim bags at shapes.

3. Throw beanbags above, below, inside and outside lines on gym wall or floor.

4. Cut bottom off a plastic milk carton and use as a scoop to catch beanbags.

5. Make a hole in the center of a large flower. Throw beanbag through the hole. This activity can be varied by throwing the beanbag through a clown's mouth.





CLAPS OR MARCHES IN TIME WITH MUSIC

1. Have children pretend to be drum majors in a band.

2. Play music. Discuss the mood of the music and how it makes your body feel. Then have children move rhythmically to music.

3. Make flags for Washington's Birthday in February and march around waving them in time to a patriotic march.

4. Improvise instruments from the kitchen such as pot, spoons, and lids, and have a rhythm band march.

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a. This is a good way to provide movement training for young children. The children sit in a group or in a circle tapping their hands on the floor, starting slowly, tapping faster, then slowing down again. Repeat this several times for short intervals.

The same process is used with the feet doing the tapping. After the children have gained some experience try having them tap with one foot and one hand simultaneously, then both feet and both hands, then the left foot and right hand, etc.

b. Sing or chant, This is what I can do/ Everybody/ do it too.

As the song is sung, the leader does various things to the rhythm of the melody, repeating the activity throughout the verse. For example: If the activity is to clap hands, the song or chant would go as follows:

This is	what	I can	do.
(clap)	(clap)	(clap)	(clap)
Every	body	do it	too.
(clap)	(clap)	(clap)	(clap)

Each time the song is repeated, a new activity such as jumping or hopping is used.

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FOLLOWS LEFT TO RIGHT PROGRESSION IN TRACKING AND DRAWING MOST OF THE TIME

1. Draw a series of dots on the blackboard. Begin with a green dot and end with a red dot. The child connects the dots moving from green (go) to red (stop). The same activity can be done using an acetate folder.

2. Place 5 objects in a row on the table. Identify objects from left to right. Then have the child name each object from left to right. When he gets to the end of the row, say, This is the last object. This is on the right side. Repeat the procedure. Then cover or remove objects and have him tell the correct sequence.

3. Use sequential picture cards. The child places them in correct order and then works from left to right as he tells the story.

4. This game provides practice in learning left and right direction as well as learning parts of the body. The children stand scattered. The teacher might show the children (by turning her back to them and raising her hand) where their right hand is and have them raise their right hand. She can remind them every now and then which side is right or left. As the teacher gives instructions, such as, Raise your right hand, the children try to follow her directions.

Sample instructions:

stomp your right foot
lean to your right
shake your right hand

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swing your right leg
turn to your right
put your hand on your right hip
pull your right ear
point to the right

After children have had plenty of experience with right, do the same things with left. When they are secure with each, the instructions can combine the two. Expect progress to be slow, spread over the year, not learned in a day.

FOLLOWS A SEQUENCE OF HOLES WHEN LACING

1. Given shapes, circle, triangle, square and rectangle with outlines having a series of holes, the child can lace around the object.

2. This activity can be used to make a valentine for mother or a potholder, etc.

FOLLOWS A SEQUENCE OF DOTS TO MAKE AN OBJECT

1. Children randomly make dots on a piece of paper. They then connect them.

2. Children connect dots on a prepared dot-to-dot picture. They then color within the shapes of the outline.

3. When numbers 1 through 10 are identified, children may use numbered dot-to-dot pictures, connecting the numbers in proper sequence.

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IDENTIFIES AND REPRODUCES THESE MOTIONS: WALK, RUN, MARCH, HOP, JUMP, CRAWL, ROLL ON MAT, BEND, TURN

1. Direct the child to hop first on one foot then on the other foot, and then on both feet. Make sure he uses both hands for balance and that one is not held rigidly while the other dangles. Have him hop in patterns, such as a square, triangle, and circle. Mark a row of squares on the floor with chalk or masking tape. Instruct the child to hop down the row with his right foot, back with left foot. Then have him hop down on both feet and back on alternate feet.

2. Play a relay game. Have children jump like kangaroos to a certain point and run back.

3. Show children how to gallop, lifting one leg high and following through with the other. Have them pretend to be ponies, galloping fast, then slowly. If piano or record player is available, play some appropriate music, varying tempo, requiring children to adjust their galloping to the music.

4. Play the game, "Mother May I?" One child is the mother and stands behind a line at one end of the room, facing her "children." The mother gives the children, in turn, oral directions such as, "Mike, take two jumps; Debbie, take three hopping steps," etc.

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7. Play "soldier" constructing an obstacle course for child to crawl, walk, or run without touching off mines. Use brooms or ropes to duck under, boxes to crawl through, upturned chairs and balls to avoid, pails to jump over.

HOPS ON BOTH FEET AND ON ONE FOOT

1. Play hopscotch.

2. Have the child jump like a frog or a kangaroo.

3. Play "Jump the Brook" gradually increasing the width between two parallel ropes which make the brook. Have the children hop on both feet over the water.

4. Place some oaktag "stones" inside the brook. The children must hop from stone to stone on one foot. You may make the game more difficult by numbering the stones and having the children follow the sequence of numbered stones.

5. Play "Jump the Shot." Tie a beanbag on the end of a rope. Have the children hop with both feet when the rope comes near them as it is twirled by a person in the middle of the circle.

6. Direct child to hop first on one foot, then on the other foot, then on both feet. Make sure that he uses both hands for balance. Have him hop in patterns such as square, triangle, circle and diamond.

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7. Play a relay game where children hop to a designated spot and back again.

8. Incorporate hopping in an Indian dance.

9. Have children pretend to be bunnies. They start on the floor on all fours. When you say "forward" they move both hands forward. At the signal "hop," they bring their knees forward to meet their hands.

INCLUDES MAJOR BODY PARTS AND FEATURES IN DRAWING A PERSON

1. Children need opportunity to draw or paint pictures of themselves throughout the school year. Body parts can be mentioned as they draw their pictures. A child's picture is an identification of his general maturity.

2. Read the story, Is This You?
Have the children draw the pictures suggested.

3. Use picture of a child. Ask them to identify the parts. Then put pictures away and have the children draw a picture of themselves.

4. Ask the child to draw the person sitting across from him. Discuss color of hair, eyes, and clothes. Talk about the different body parts.

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WALKS ALONE UP AND DOWN STAIRS ONE FOOT PER STEP

1. Let child walk off a curb using one foot.

2. Allow the child opportunity to walk up and down the steps on alternate feet. It is helpful to hold the hand of the child if he is having particular difficulty.

3. Right-left footprints pasted on the steps help the child to see the need for using alternate feet.

FOLDS AND CREASES PAPER THREE TIMES

1. Start with folding the paper in half, trying to align the edges.

2. Fold a square (9" x 9") piece of paper several times to form square blocks. Unfold paper and color one of the corner boxes. Show the child how to mirror the same box to all four corners. Color the other corner boxes to form a symmetrical design.

3. Fold paper in three sections. Use each section to help child in classifying for example, fruits, vegetables and meats.

WORKS FROM TOP TO BOTTOM IN VISUAL MOTOR ACTIVITIES WHEN DIRECTED

1. Practice writing in the air, making straight lines up and down.

2. Let the child trace over sandpaper letters always working from top to bottom.

PRINTS HIS FIRST NAME CORRECTLY

1. Introduce parent and child to correct form of upper and lower case with printed alphabet.

2. Practice making shapes, lines and circles in box of sand or salt. Line box lid with dark color paper so form is easily seen.

3. Use 12" x 18" paper folded in half lengthwise. Teacher prints name large in upper half. Child traces over name. Teacher makes name with dots, which child connects. Child progresses to printing name without dots.

4. Have child trace his name using a plastic overlay.

5. Show child the value of writing his name. A name on a paper or object indicates ownership.

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POURS LIQUIDS AND SOLIDS SUCH AS RICE AND SAND

1. Working with dry sand is an activity which will appeal to many children. They enjoy the feel of dry sand. They can draw in it or fill and pour it as they do with water.

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Let the children use it on a balance. Do you notice the children judging the weight? Do they find out that the greater the amount of sand, the more it weighs? You might suggest that they compare a cup of wet sand with a cup of dry sand.

Children can count how many times a small container must be used to fill a large one. Do you notice children pouring from a large to a small container? Do they comment on the fact that they have used too much sand for a certain container? Do they use a small container as a unit of measure to fill a large one? You should make sure that some containers have a definite relationship with others, such as one might hold twice as much sand, or two containers might be different shapes but hold the same amount of sand. Look for opportunities to use these words and phrases: shake, sift, grind, stir, heavy, light, how much, fine, coarse, how many times, once, pound.

2. Using containers such as glass and clear plastic so the child can see through them, pour various mediums, beginning with rather coarse gravel and progressing to finer gravel (such as used in aquariums), then to rice, cornmeal, salt and finally water. Mark the containers with tape. Allow each child to pour and try to fill containers to the mark. He may dump the material back and try again. After practicing with the dry ingredients, try the water. The children could then be allowed to pour a small cup full of Kool-aid.

3. Have one dishpan for each child containing water or sand. Place an assortment of containers by each pan or in each pan. Allow the children to experiment with the material and containers by pouring from container to container and from container back into large pan. After each child has "worked" for a while, switch so that each child has an opportunity to work with both a solid and liquid.

4. Have the children pour sand or rice, using measuring cups, milk cartons, and other containers of various sizes.

5. Allow children to pour colored rice (or sand) through a funnel into various containers. Discuss texture. Pour from different heights, into different sized containers, with and without funnels, and hold the receiving containers at different angles. Pour from containers with varying shaped holes in the lids such as parmesan cheese, soda bottle, cardboard milk carton, salt container, salt shaker, wide-mouth jar, and Hi-C can with v-type opening.

USE OF EXTENDING SKILLS

The extending skills are intended for children who have exhibited the need for development of more advanced skills beyond those comprising the basic list of cognitive skills. For individual children, the teacher may select particular skills for development. They may center in the language area, math and science, or motor skills or may be representative of all areas.

EXTENDING SKILLS

Language

Verbalizes his full name, age, address, telephone number.
Interprets the main idea of a picture, story or experience.
Creates original stories orally.
Identifies words that begin with the same sound.
Associates a letter with its sound in spoken words.
Uses beginning and ending sounds as an aid to decoding words.
Reads a word by associating it with the correct object.
Reads a story dictated by himself.

Math and Science

Understands fractions - one half, one fourth, one third.
Identifies penny, nickle, dime.
Uses the number line for addition and subtraction.
Knows the days of the week and their sequence.
Identifies size differences: big, bigger, biggest; small, smaller, smallest; short, shorter, shortest; long, longer, longest.
Classifies living and non-living things from a group of pictures.

Motor Skills

Reproduces in printed form, his first and last name.
Fits parts into a whole.
Laces and ties.
Walks up and down stairs, alternating feet.
Balances on one foot.
Skips, using alternate feet.
Throws ball underhand and overhand.

PERSONAL AND SOCIAL DEVELOPMENT

Personal and social development is, of course, of great importance to the young child. One of the young child's major tasks is to give up his overwhelming dependence on others in favor of initiative and independence.

All activities are planned so that the child can manage many things without help. Time is allowed so that the child can accomplish a task which he is determined to do, even though it is difficult for him. Adult caretakers in Saturday School stress to the child his growing ability to do things on his own and to strive for mastery of new skills. The risks of independence are kept at a minimum by helping the child cope with the occasional failures he experiences in attaining the goals.

Child Development Consultants observe the children during the group session at both structured learning situations and creative play. Their observations are useful as they work with parents and teaching staff as they center on the needs of the child. With specialists, teaching staff and parents all working together in behalf of the child, the individual is helped to become an individual worthy of trust and independence.

PERSONAL AND SOCIAL DEVELOPMENT

Expresses feelings in acceptable ways
Takes turns and shares
Remembers rules of games he plays
Takes good care of things he uses
Takes initiative in learning
Pays attention and concentrates on a task
Consistently completes a task

CREATIVE ARTS

Experiences in the creative arts is an essential part of the child's learning. Creative activities allow the individual to express himself freely in his own unique way. Through the media of creative activities the child learns more about himself, communicates his feelings and shares and enjoys experiences with others.

Some of the experiences the child should have are:

Music and Physical Education

Create music on a variety of classroom instruments
Express mood of music through body movements
Respond rhythmically to music through clapping, marching, walking, running
Sing simple songs
Distinguish between fast and slow tempos
Distinguish between long and short tones

Art

Express a design or experience
Use various art materials creatively
Develop moods and feelings to drawing and painting
Recognize beauty in his own work as well as others
Enjoy art activities
React to musical experience through art

Dramatic Play

Dramatize stories and nursery rhymes
Improvise stories into dramatic forms
Role-play realistic human behaviors or jobs
Express various feelings through drama

ART

Art materials hold a special fascination for most young children. The opportunity to have access to dough, clay, paints, crayons, paper, scissors, is important for the young child. The quality of the art product is not as important as the ability to enjoy the process. Young children particularly in their early explorations like to investigate color, line and form.

Developmental changes are readily seen in children's art work. At first, it appears that children just want to see what will happen as they explore with materials. Then, the child begins to compose things more deliberately and add more details to figures and objects.

Art experiences for the young child should include the following media:

finger painting and tempera painting
crayon and chalk
cutting, pasting, and collage materials
clay, plasticine, play dough, woodworking and "junk" sculpture.

DRAMATIC PLAY

Dramatic play serves in the development of both the cognitive and social goals and thus a number of important educational goals are realized. Through dramatic play, the child gains a feeling of mastery in the use of his body, develops the capacity to use imagination, and provides opportunities for developing social skills through interaction with peers.

Pretending is a characteristic of much of the play of young children. It is interesting to note that young children synthesize actions, comments, and emotional responses that are appropriate to the role being played. Children also enjoy dramatizing the same character role over and over again and are repetitious in nature. Through creative play, the child develops feelings of sharing and compromise.

SEQUENCE CHART OF COGNITIVE DEVELOPMENT

This skills checklist contains all the objectives of the home-school program for four year olds. These forms are used by teachers to assess the skill attainment of each individual child. It is a means used to assist the teacher in determing the curriculum content for each child and to ascertain the individual's progress.

Items on the skills list are marked in two ways. Teachers indicate those items marked by an asterisk as to the time of achievement.

1 - Prior to September
2 - As of January
3 - As of June
4 - Not Achieved

Those items marked by an asterisk are considered more important and are generally final or higher level skills. All other skills are merely checked when achieved.

The sequence chart of cognitive skills provides a working guide for the teacher as she assesses the individual. It is used as an aid and guide in developing the program for each child.

PCEE PROGRAM

Sequence Chart of Cognitive Development

Teacher _____ School _____

Date of Skill Achievement for items * d.

1. Prior to Sept. 3. As of June
2. As of January 4. Not Achieved

Check other skills when attained

NAME

LANGUAGE AND CONCEPT DEVELOPMENT	
* 1. Touches and names parts of the body	
* 2. Tells function of hands, feet, ears, etc.	
3. Identifies familiar sounds in environment	
4. Listens to directions for games and activities	
* 5. Speaks in sentences of six or more words	
* 6. Tells his own name first and last	
MATH AND SCIENCE DEVELOPMENT	
1. Matches colors	
* 2. Identifies basic colors: yellow, orange red, purple, green, blue	
3. Matches shapes: triangle, circle, square, and rectangle	
* 4. Identifies triangle, circle, square, and rectangle	
MOTOR SKILLS DEVELOPMENT	
1. Shows spatial judgment in obstacle	
* 2. Bounces and catches a ball	
3. Responds to rhythms with body movement	
* 4. Controls the brush and paint	

FCEE PROGRAM

Sequence Chart of Cognitive Development

Teacher _____ School _____

Date of Skill Achievement for items 1-4.

1. Prior to Sept.
2. As of January
3. As of June
4. Not attained

Check other skills when attained

	NAME
LANGUAGE AND CONCEPT DEVELOPMENT	
Identifies missing parts in models, drawings.	
Tells use of clothing items, furniture, etc.	
Distinguishes sounds as loud, soft, long, short	
Reproduces sound patterns of loud and soft by clapping, tapping, etc. (three in length)	
Demonstrates position orientation concepts: in, out; around, through; over, under; top, bottom; beside, in front	
Understands whole sentences and questions as indicated by response	
MATH AND SCIENCE DEVELOPMENT	
Identifies size differences: big, little; long, short; large, small	
Sequences objects from shortest to longest	
Identifies a set as a collection of objects having a common property. (Example: size, color, shape, etc.	
Distinguishes between equivalent and non-equivalent sets through matching	
Establishes a one to one correspondence through matching the members of equivalent sets	
Counts from 1 to 10	

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| NAME | | |

Sequence Chart of Cognitive Development

Teacher _____ School _____

Date of Skill Achievement for items * d.

1. Prior to Sept.
2. As of January
3. As of June
4. Not Achieved

Check other skills when attained.

NAME

LANGUAGE AND CONCEPT DEVELOPMENT	
1. Matches objects by touch	
*2. Identifies objects by touch	
*3. Recalls an object or symbol removed from a group	
*4. Describes an object or picture (with three ideas)	
5. Understands terms of slow and fast	
6. Verbalizes songs or repeats lines in a story	
MATH AND SCIENCE DEVELOPMENT	
*1. Identifies and constructs sets from zero to five	
*2. Recognizes cardinal numbers 0-5	
*3. Associates cardinal numbers 0-5 with corresponding sets	
*4. Orders the cardinal numbers 0-5 in sequence	
*5. Identifies an empty set as having no members	
MOTOR SKILLS DEVELOPMENT	
1. Works a puzzle of ten or more pieces	
2. Jumps obstacles landing on both feet	
*3. Walks a balance beam forward without stepping off	
*4. Reproduces shapes: circle, square, triangle, rectangle	

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PCEE PROGRAM

Sequence Chart of Cognitive Development

Teacher _____ School _____

Date of Skill Achievement for items 1 - 4.

1. Prior to Sept. 3. As of June
2. As of January 4. Not Achieved

Check other skills when attained.

NAME

LANGUAGE AND CONCEPT DEVELOPMENT	
1. Identifies objects by taste and smell to gather information	
2. Acts out a story or nursery rhyme	
3. Follows a series of three directions given sequentially	
4. Classifies objects as fruit, vegetable by color, size, shape, or texture	
5. Matches letters of the alphabet within a group	
6. Reproduces a simple pattern of three different items from memory	
MATH AND SCIENCE DEVELOPMENT	
1. Recognizes cardinal numbers 6-10	
2. Associates cardinal numbers 6-10 with corresponding sets	
3. Orders the cardinal numbers 6-10 in sequence	
MOTOR SKILLS DEVELOPMENT	
1. Strings small beads and paper forms	
2. Hits a target with ball or beanbag (4 out of 5 times)	
3. Claps or marches in time with music	
4. Follows left to right progression in tracking and drawing most of the time	

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PCEE PROGRAM

Sequence Chart of Cognitive Development

Teacher_____ School_____

Date of Skill Achievement for items * d.

1. Prior to Sept. 3. As of June
2. As of January 4. Not Achieved

Check other skills when attained.

NAME

LANGUAGE AND CONCEPT DEVELOPMENT	
1. Identifies and uses words opposite in meaning	
*2. Identifies letters in first name	
*3. Identifies expression of feeling(s): happy, sad, angry, frightened, etc.	
4. Reads picture by identifying, describing interpreting and making inferences	
*5. Completes a statement of relationship: Example: Grass is green; sugar is....	
MATH AND SCIENCE DEVELOPMENT	
1. Discusses chronological order of sequence of three events	
2. Recognizes straight and curved lines	
*3. Solves problems using concrete objects	
MOTOR SKILLS DEVELOPMENT	
1. Follows a sequence of holes when lacing	
*2. Follows a sequence of dots to make an object	
3. Identifies and reproduces these motions: walk, run, march, hop, jump, crawl, roll on mat, bend, turn	
*4. Hops on both feet and on one foot	
*5. Includes major body parts and features in drawing a person	

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PCEE PROGRAM

Sequence Chart of Cognitive Development

Teacher _____ School _____

Date of Skill Achievement for items d.

1. Prior to Sept. 3. As of June
2. As of January 4. Not Achieved

Check other Skills when attained.

NAME

LANGUAGE AND CONCEPT DEVELOPMENT	
* 1. Produces words that rhyme	
* 2. Identifies many letters of the alphabet	
* 3. Makes relevant verbal contributions in a group discussion	
* 4. Recalls information given orally (Example: Events in a story)	
5. Predicts realistic outcomes of events or stories	
MATH AND SCIENCE DEVELOPMENT	
* 1. Understands the meaning of more than; less than; the same as	
2. Identifies concepts of volume: full; half full; empty	
* 3. Forms a new set by joining two sets	
4. Subtracts a subset from a given set	
MOTOR SKILLS DEVELOPMENT	
1. Walks alone up and down stairs one foot per step	
2. Folds and creases paper three times	
* 3. Works from top to bottom in visual motor activities when directed	
* 4. Prints his first name correctly	
5. Pours liquids	

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PCEE PROGRAM

Teacher _____ School _____

Check when skill is attained

PERSONAL AND SOCIAL DEVELOPMENT	NAME																		
1. Expresses feelings in acceptable ways																			
2. Takes good care of things he uses																			
3. Takes initiative in learning																			
4. Pays attention and concentrates on a task																			
5. Consistently completes a task																			
6. Values his own accomplishments																			
7. Takes turns and shares																			
8. Works and plays cooperatively with other children																			
9. Shows concern for others and their property																			

PCICE PROGRAM

Sequence Chart of Cognitive Development

Teacher _____ School _____

1. Prior to Sept. 3. As of June
2. As of January 4. Not Achieved

NAME

EXTENDING SKILLS

LANGUAGE AND CONCEPT DEVELOPMENT

1. Verbalizes full name, age, address and telephone number																				
2. Interprets the main idea of a picture, story, or experience																				
3. Creates original stories orally (with five sentences)																				
4. Identifies words that begin with the same sound																				
5. Associates a letter with its sound in spoken words																				
6. Uses beginning and ending sounds as an aid to decoding words																				
7. Reads a word by associating it with the correct object																				
8. Reads a story dictated by himself																				

MATH AND SCIENCE DEVELOPMENT

1. Understands fractions: one-half, one-fourth, one-third																				
2. Identifies penny, nickle, dime																				
3. Uses the number line for addition and subtraction																				
4. Knows the days of the week and their sequence																				
5. Identifies size differences: big, bigger, biggest; small, smaller, smallest; short, shorter, shortest; long, longer, longest																				
6. Classifies living and non-living things from a group of pictures																				

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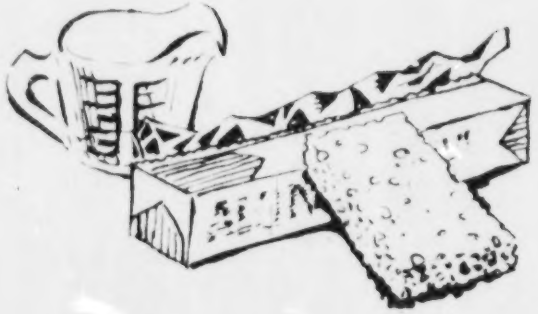
EXTENDING SKILLS (Continued)

MOTOR SKILLS DEVELOPMENT	NAME																
1. Reproduces in printed form his first and last name																	
2. Fits parts into a whole																	
3. Laces and ties																	
4. Balances on one foot																	
5. Skips, using alternate feet																	
6. Throws ball overhand, underhand																	

ROUND THE HOUSE MATERIALS
that may be used for learning experiences
in a variety of ways. . . .



From the pantry shelf or linen closet . . . .

colored tissue paper
paper cups
marshmallows
Kleenex
paper plates
beans

From the kitchen cupboards . . . .

scoops
funnels
toothpicks
paper doilies
large containers for pouring liquids
small size paper bags
sponge

From the sewing basket . . . .

buttons
yarn
straight pins
lace and ribbon, rick rack, etc.
fabric scraps
carpet scraps
burlap and felt
scissors

From the medicine chest . . . .

cotton balls
Q-tips

From the clothes closet . . . .

clothes pins
wire coat hangers

From the work shop . . . .

sandpaper
wood
nails

From your child's toy shelf . . . .

play dough
puzzles of greater difficulty than 12 pieces
Lite-Brite colors (to make sets)

Before it gets to the waste basket, save . . . .

bleach bottles
plastic lids (for name tags)
plastic margarine containers
large tin cans
plastic milk bottles (gallons)
wallpaper books
shirt and hose cardboards
styrofoam (whole and packing type)
old magazines and catalogs
frozen orange juice cans
boxes
egg cartons
newspapers
old nylons

Useful, if you have them available . . . .

balloons
pipe cleaners
brads
empty cassettes
cassette recorder
straws
masking tape
cellophane tape
popsicle sticks
pegs and board
Magic Markers (assorted colors)
stapler and staples
envelopes
rope (to make shapes)
parquetry blocks
feathers

Requires making with 'round-the-house materials . . . .

bean bags
lacing cards and yarn